

Granby Jr/Sr High School

STUDENT HANDBOOK

2023-2024

approved 8 /15 /2023

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**The student handbook may be subject to amendment(s) throughout the school year. New policies adopted by the school committee will be added.*

CONTACT INFORMATION

Granby Jr.-Sr. High School

385 East State Street
Granby, MA 01033

7:00 A.M. - 3:00 P.M.

Main Office Hours

Main Office	493-5000
Principal/Assistant Principal	493-5000
Guidance Department	493-5101
To Report an Absence	493-5000
Director of Athletics	493-5000
Superintendent's Office	409-5393
Pupil Services	493-5100
School Social Worker	493-5101
School Resource Officer	493-5105
Fax Number	467-3909
Web Page Address	www.granbyschoolsma.org

School Committee

Jennifer Bartosz-Chair
Stephanie Parent-Vice Chair
Audrey Siudak
Jill Pelletier
George Bahlke

District Leadership

Superintendent of Schools

Stephen Sullivan

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Director of Finance & Operations

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Granby Public Schools

Granby Jr./Sr. High School



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www.granbyschoolsma.org

Stephen Sullivan
Superintendent of Schools

Alison Jordan
Principal

Juan A. Rodriguez
Interim Assistant Principal

Dear Parents/Guardians and Students:

I am excited to kick off the 2023-2024 school year and work with parents, students, faculty and staff to make Granby Jr./Sr. High School the first choice for all families in this proud community. We here at Granby Jr./Sr. High School recognize the uncertainty surrounding the 2023-24 school year and are committed to providing engaging learning opportunities, and appropriate academic and social emotional support regardless of whether we are learning in an in-person, remote or hybrid learning format.

Our goal with the student handbook, is to provide you with the information and resources necessary to ensure you have a positive experience at Granby Jr./Sr. High School. The transition to the Jr./Sr. High School represents a time of great change for students. Students will develop socially, academically and personally as they prepare to be college and career ready upon completion of their time at the Jr./Sr. High School. Their years at Granby Jr./Sr. High School will be exciting, fulfilling, and loaded with many new opportunities of which they should take advantage. The decisions being made, beginning with course selection last spring, the effort put forth in classes, and participation in activities, clubs, and sports will have a direct impact on future college and career decisions.

It is crucial that students and parents at Granby Jr./Sr. High School clearly understand the resources and supports available, as well as the high expectations we have for each and every student--it is our responsibility to define and communicate these expectations consistently. This handbook is just one way in which we plan to communicate our expectations. Parents, teachers, and counselors must work collaboratively to ensure each student is poised for success. As a learning community, we believe all students can learn to communicate effectively, problem solve, collaborate and work independently, exhibit leadership skills, and demonstrate global awareness--all skills outlined in our Mission Statement. Our students are best served when there is a clear, meaningful partnership between parents/families and our school community. This partnership must be built on trust and communication. As a school, we will welcome and encourage every family to become active participants in the classroom and school community, and collaborate with families to create and implement strategies for supporting student learning and development both at home and at school. This partnership is essential to the growth and success of Granby Jr./Sr. High School and our students.

It is our expectation that parents and students review this handbook in order to familiarize yourselves with our rules, regulations, and general policies. A common understanding of the information in this handbook will help everyone begin the 2023-24 school year on the same page.

I look forward to partnering with all of you and ensuring all students are developing skills that will be useful in, and beyond, the classroom. Together, we will drive Granby Jr./Sr. High School to the standard of excellence we all want for our students and community.

Sincerely,

Alison Jordan-Gagner
Principal

Preparing Students for Success

387 East State Street · Granby, Massachusetts 01033 - 9560

The Granby Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Granby Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, disability, national origin, sexual orientation, or homelessness and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

MISSION STATEMENT & VISION

Vision: In the Granby Public Schools, we focus on the whole child, to develop a community that empowers every student to become civically engaged, service-minded, responsible, intellectually curious and prepared individuals engaged in our culturally diverse and global community.

We encourage respectful and constructive exchange of feedback within and outside our schools as a pathway to continuous improvement, leading to fearless learning.

Mission: We believe that relationships matter. We believe in the promise of every child, in the purpose every child brings to learning, and in the passion every child possesses. We believe that learning is about the growth of all aspects of the child - social, emotional, physical, and intellectual.

CORE VALUES AND STUDENT LEARNING EXPECTATIONS

Granby Jr./Sr. High School fosters academic achievement, personal responsibility, and respect, in order to develop conscientious and productive members of society. As a school community, we believe that all students can learn to communicate effectively, problem solve, collaborate and work independently, exhibit leadership skills, and demonstrate global awareness.

Granby Jr/Sr High School's Core Values



Relationships | We put relationships first before everything.

Acceptance | All individuals can learn and grow!

Motivated | Be better, do better!

Family | The strengths of community shape opportunities for learning.

Adaptive | Embrace change. Drive change. Be flexible and build on you strengths.

Mutual Respect | We are kind and supportive to ourselves and others.

STUDENT LEARNING EXPECTATIONS

Academic

Students will:

- Communicate effectively
- Demonstrate effective problem solving skills
- Demonstrate active reading and listening skills
- Use real-world digital and other research tools to access, evaluate, and apply information

Civic

Students will:

- Exhibit leadership skills
- Demonstrate respect for diversity
- Demonstrate global awareness

Social

Students will:

- Demonstrate personal responsibility
 - Collaborate and work independently
-

TRANSLATION AVAILABLE

At the request of a parent/guardian or adult student whose primary language is not English, school generated documents like the student handbook, code of discipline, procedural notices, correspondence and the like will be translated into that primary language. Requests for translation should be made to the Director of Pupil Services at [413-493-5100](tel:413-493-5100).

STUDENT RIGHTS AND RESPONSIBILITIES

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his/her rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights and the legal authority of the School Committee to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, homeless status, religion, national origin, sexual orientation, pregnancy or pregnancy related conditions, or physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law, which prohibits discrimination in public school admissions and programs.

The law reads as follows:

No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related conditions, or homelessness.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities. All implementing provisions issued by the Board of Education in compliance with this law will be followed.

All students in grades 7-12 at Granby Junior Senior High School have access to regular counseling and counseling materials that are free from bias and stereotyping on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability and homelessness. Students meet regularly with their school counselors to review the Program of Studies, courses, extracurricular activities, and occupational/vocational opportunities.

TITLE I PROGRAM

The Title I program is a federally funded program which provides supplemental education in the basic skills areas. Students in need of assistance are identified both through testing and teacher/parent referral. Identified students participate in individual or small group lessons.

TITLE I – PARENT INVOLVEMENT POLICY

The Granby Public Schools, in an effort to increase student achievement through participation in the federally-funded Title I program, will provide opportunities for parental involvement in the planning, implementation and assessment of the Title I program.

These opportunities will include, but not necessarily be limited to, the following:

1. Information

All parents will be kept informed about the activities of the Title I program and about their children's progress.

2. Program Development and Assessment

A committee composed of parents of Title I students, members of the Title I staff, and the Title I Director will conduct an annual self-assessment of the program's effectiveness. The data gathered from the self-assessment (to include parents, teachers, administrators) will be used by the steering committee to make recommendations regarding possible revisions for the following years.

3. Parental Involvement/Education Activities

Parents will be afforded the opportunity to receive education in strategies to assist their children at home in areas covered by the Title I program, as well as other parenting issues as determined by the committee. These education activities will be provided at flexible times and sites as determined by a needs assessment.

TITLE I - PARENTAL INVOLVEMENT PROCEDURES

In accordance with the 2001 No Child Left Behind Act, the Title I Program Advisory Committee has developed and will implement the Parental Involvement Procedures. Granby Public Schools recognizes the importance of parents in the education of their children and encourages their participation and support.

Parental Involvement in Developing the Procedures

An advisory committee consisting of at least three parents of Title I students and the Title I director, and teacher will meet jointly to develop and agree upon the Parental Involvement Procedures for the Granby Junior Senior High School Title I Program. This committee will meet at least twice a year. The annual survey and information gathered from parent meetings at Parents' Night, Open House, and Parent-Teacher conferences will be utilized in the updating and revision of this policy each year to best meet the concerns and needs of the Title I parents.

School-Family Compact

The Family Compact found in the Parent Handbook will serve as compacts for the Title I program also. Parents, students, teachers and school share in the responsibility for promoting high student achievement. The Title 1 teacher creates progress reports for each marking period and can be contacted at school for phone or personal conferences during the school year.

Information about Title I

Parents will be provided information regarding the Title I program, the Parental Involvement Procedures, school performance, students' individual assessment, and school curriculum through the Title 1 brochure, individual student progress reports, parent-teacher conferences, and school-wide reports of standardized tests (eg., MCAS). Opportunities for Parent Participation

A variety of activities will be provided for parent training and participation during the school year. These may include: Family Night, literacy workshop, annual meeting, and reading games to take home. School-based activities will take place in the evening with childcare provided.

An annual evaluation of parent participation will be conducted to determine if there has been an increase in participation or whether there are concerns that impede greater participation. This evaluation will take into consideration a log of communication between Title I staff and parents/guardians, attendance at Title I functions and meetings with Title I parents at school functions, and the number of annual surveys returned each spring.

Annual Meeting for Title I Parents

An annual meeting for Title I parents will be held in the afternoon at Granby Junior Senior High School. A notice will be sent home followed by a reminder by phone. Childcare will be provided to maximize participation. At this meeting, the Title I brochure will be distributed which explains the Title I program, identifies the staff and learning team, and gives information about the No Child Left Behind Act of 2001 and the Title I Parental Involvement Policy & Procedures. Parents will be given the opportunity to become involved in revising the procedures.

SCHOOL-FAMILY COMPACT

It is our belief that student achievement will improve as a result of collaboration between the school and families. We wish to communicate a common understanding of home and school responsibilities to support the success of all students.

Parent Responsibilities

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- See that study area is well equipped with pens-pencils, paper, ruler, markers, glue, dictionary.
- Look over homework assignments to check for understanding.
- Encourage students to work independently, but be available to assist during homework time.
- Sign and return all papers that require a signature.
- Encourage positive attitudes toward school.
- See that your child arrives at school on time.
- Attend parent-teacher conferences.
- Encourage your child to prioritize their activities, putting school work first.
- Encourage your child to read each day.
- Praise children often and have high expectations for your child's success.
- Help your child to resolve conflicts in a positive, non-violent way.
- Communicate with the school regarding your child and things that may impact his/her learning.

Student Responsibilities

- Work hard and do my best in class and complete my homework.
- Show respect for myself, my school, and other people.
- Always try my best in my school work and behavior.
- Obey the classroom and school rules.
- Come to school prepared with homework and supplies.
- Work cooperatively with students and teachers.
- Accept responsibility for my own actions.
- Be truthful.
- Resolve conflicts peacefully.
- Take home information to my parents and discuss what I am learning with them.

School Responsibilities

- Provide a positive learning environment with an emphasis on success.
- Believe that each child can learn and provide praise and encouragement.
- Set high expectations for each student.
- Communicate with families to enhance student learning.
- Respect the cultural differences of students and their families.
- Provide a curriculum that is in alignment with State Standards.
- Document ongoing assessment of each child's academic progress and share this information with parents.
- Provide a safe, pleasant and caring atmosphere.
- Provide resources to help all children be successful.
- Seek ways to involve parents in the school program.
- Help students learn to resolve conflicts in an appropriate and positive manner.

School Year 2023-2024 Bell Schedule

ALL STUDENTS PROCEED TO THE CAFE	7:15 am-7:25 am
A BLOCK	7:30 am-8:19 am
1st Break between A/B Blocks Grades 7-9	Break 8:19 - 8:28 Class 8:28 - 9:17
B BLOCK	8:22 am-9:11 am
2nd Break between B/C Blocks Grades 10-12	Break 9:11 - 9:20 Class 9:20 - 10:09
C BLOCK	9:20 am-10:09 am
D BLOCK	10:12 am-11:01 am
E BLOCK-1st Lunch Grades 7-9	EAT 11:01 am-11:24 am CLASS 11:26 am-12:15 pm
E BLOCK-2nd Lunch Grades 10-12	CLASS 11:04 am-11:53 EAT 11:53-12:15
F BLOCK	12:17-1:06
G BLOCK	1:09-1:58

HALF DAY SCHEDULE - DAY 1 and DAY 2

Half Day 1 Oct 18 Nov 21 Dec 22 schedule below April 10	Half Day 2 Nov 20 Dec 6 Feb 14	Time
A block	A block	7:30-8:15
B block	E block	8:18-9:03
1st Break C block 2nd Break	1st Break F block 2nd Break	Break 9:06-9:26 Class 9:26-10:11
		Class 9:06-9:51 Break 9:54-10:14
D block	G block	10:14-11:00
Dismissal	Dismissal	11:00

PARENTAL/STUDENT QUESTIONS/CONCERNS

Many times conflicts at school arise out of some form of miscommunication. In order to foster direct communication, if students and/or parents/guardians have any concerns regarding classes, grades, a teacher, discipline, school procedures or any aspect of the school environment, please follow the procedure outlined below:

1. See the **Teacher**--the student and/or parents should make an appointment and first discuss the matter with the teacher.
2. See the **School Counselor**--The counselor serves in many capacities to help students, parents and teachers to clarify issues and resolve conflicts or concerns.
3. See the **Principal** or **Assistant Principal**--If the situation has not been resolved to your satisfaction by the discussion with the teacher and/or counselor make an appointment with the Principal or Assistant Principal.
4. See the **Superintendent**--If you still feel the need for further discussion about the problem, an appointment can be scheduled with the Superintendent of Schools.

Following this process will help to expedite the resolution to the problem/concern in that the individual(s) closest to the situation are those most likely to help with the resolution. A child's School Counselor, acting as the student's advocate, can help with guiding a parent through the process.

ACADEMICS

Graduation Requirements and credits for promotion for all students

The requirements for graduation from the Granby Public Schools express our commitment to ensure that students are well prepared to succeed in their pursuit of post-secondary education, career, and life-long learning. We believe that today's well-educated students will demonstrate proficiency in the elements of the Massachusetts High School Program of Studies (MassCore) and an in-depth foundation of skills in all of the traditional academic subject areas. **MassCore** is a state-recommended program of study intended to align high school coursework with college and workforce expectations.

MassCore High School Program of Studies	
SUBJECT	UNITS
English Language Arts	4 Years
Mathematics	4 Years
Science	3 Years of lab-based science
History and Social Science	3 Years
Foreign Language	2 Years
Physical Education	As required by law
Arts	1 Years
Additional Core Courses	5 Courses

GJSHS Graduation Requirements	
English	20 Credits
Mathematics	20 Credits
Science	15 Credits
History/Social Science	15 Credits
PE/Wellness	10 Credits
Technology	5 Credits
Fine & Practical Arts	2.5 Credits
Electives	32.5 credits
MCAS	Passing scores in ELA, MATH, and Physics or Biology must be achieved in order to graduate
Total credits needed:	120 credits to receive a highschool diploma
	Year long course = 5 credits Semester long courses = 2.5 credits

Maximum credits possible = 140 (4 years x 5 credits per course x 7 courses per year).

The above requirements are intended as a general policy for academic standards based on the recommended requirements of MassCore. In rare and exceptional cases, a requirement may be waived or modified by the high school principal if there is a conflict between the requirement and a student's planned vocational or special education program. Such waivers or modifications will be granted only to the extent necessary to meet an individual student's needs after consultation with the student, caregiver and guidance counselor, and may be designed to allow a student to meet standard requirements through approved alternative educational experiences.

Specific courses in each department must be taken and passed

English	Mathematics	Science	History/Social Science	Health/Wellness
English 9	Algebra 1	Biology 1 or Physics	World History	Wellness 9
English 10	Geometry	Elective gr. 10	U.S. History I	Wellness 10
English 11	Elective gr. 11	Elective gr. 11	U.S. History II	Elective gr. 11
English 12	Elective gr. 12			Elective gr. 12

Senior High School Promotion/Retention Policy:

Students need to earn a certain number of credits each year to be promoted to the next grade level. The number of credits needed at each grade level is related to the number of credits needed for graduation reflected on the chart below. **All 9th graders must successfully pass English and Math in order to advance to sophomore status regardless of credit status.** Students who do not earn sufficient credits to move to the next grade level will be retained in their current grade level. Students who fail one or more courses are advised to attend summer school. Students eligible for summer school will be notified by a school counselor by June 30th (See *Summer School Policy* below).

Credits needed for graduation	Credits needed for promotion to 12 th grade	Credits needed for promotion to 11 th grade	Credits needed for promotion to 10 th grade
120	90	60	30

If any academic deficiencies are made up prior to the first day of school in August/September, the student will be promoted to the next grade. The student may also be promoted in January if sufficient credits have been attained.

The provisions of Special Education as they apply to promotion/retention shall be taken into consideration for any student who is covered by the provisions of the law.

Junior High School Promotion/Retention Policy

Seventh and eighth grade students who successfully pass all four core subjects (English, Math, Science, and Social Studies) will be unconditionally promoted to the next higher grade.

Seventh and eighth grade students who pass three of their four core subjects will be conditionally promoted to the next higher grade and **advised to take summer school or be tutored over the summer** (at the family's expense) in the course failed, and are recommended to attend after school office hours in the course failed. Seventh and eighth grade students who pass only two of their core subjects will be **required to attend and pass summer school, or be tutored over the summer** (at the family's expense), in order to be conditionally promoted, and are expected to attend after school office hours in the course failed. All tutors must be certified in the appropriate subject area. Students eligible for summer school will be notified by a school counselor by June 30th (See *Summer School Policy* below).

All students conditionally promoted will be reevaluated after the first marking period by their school counselor, principal, the child's teachers, and the parents. If a student that is conditionally promoted is passing all of their core subjects at the end of the first marking period, then they will remain in their promoted grade. If a student that is conditionally promoted is failing any of their core subjects at the end of the first marking period, then they will be retained as a member of the previous grade and be re-enrolled in core courses from the previous grade.

Students who pass only one or none of their core subjects will be retained and will not have the option of summer school. **Students who do not pass three or more core courses are automatically retained.**

The principal will make decisions concerning unique cases after consultation with the school counselor and seventh or eighth grade faculty. The provisions of Special Education as they apply to promotion/retention shall be taken into consideration for any student who is covered by the provisions of the law.

Summer School Policy

Students who choose to take summer school to remediate failing grades or to accumulate additional credits may present proof of passing those courses to guidance at the beginning of a school year to include in their permanent record in order to be placed at the appropriate grade level. In addition, a student may not earn more than 10 (ten) summer school credits in one subject area or more than a total of 15 (fifteen) summer school credits toward his/her diploma. Exceptions to this rule can be requested through the Administration.

Students who are remediating failing grades through summer school must meet the following criteria:

1. The student failed the course at Granby Jr.-Sr. High School or passed the course but **did not receive credit** because the student exceeded the attendance policy (i.e., more than 7 absences in a semester course; more than 14 absences in a year long course).
2. The failing grade is no lower than 50% unless grade waived by principal.

Grading And Grade Point Average (GPA) Grades will be recorded numerically. Rank in class is based on a weighted GPA. Honors courses receive an additional .33 and AP courses an additional .67 weight.

Honor Roll

Outstanding scholastic achievement is recognized at the end of each marking period by the issuance of an Honor Roll listing of those students who have maintained the appropriate grades based on the following general guidelines:

Maximum Honors	All grades 90 or above
High Honors	All grades 85 or above
Honors List	All grades 80 or above

Weight differential:

Advanced Placement Courses Add 4 points
 Honors Level Courses Add 3 points

Pass-fail courses will be disregarded if “pass” is earned, but counted as an “F” if a “fail” grade is earned. The Honor Roll will be computed after each marking period and posted within the school and released to the local newspapers.

In order to be eligible for honor roll, a student must take 75% of their classes with a numerical grade.

LETTER GRADE	NUMERICAL GPA GRADE	SCALE
A+	(97-100)	4.33
A	(93-96)	4.00
A-	(90-92)	3.67
B+	(87-89)	3.33
B	(83-86)	3.0
B-	(80-82)	2.67
C+	(77-79)	2.33
C	(73-76)	2.0
C-	(70-72)	1.67
D+	(67-69)	1.33
D	(63-66)	1.00
D-	(60-62)	0.67

Principal’s List

The Principal’s List was created to foster and recognize academic excellence at Granby Jr./Sr. High School. It honors students who have achieved maximum and/or high honors for any three terms within a given academic year. Students named to the Principal’s List will be recognized during the fall of the following year. In addition, seniors will be recognized at Awards Night.

Mid-term progress Reports

Mid-term Progress Reports will be posted during the halfway point of each quarter. In order to access progress reports, log in to your ParentPlus/StudentPlus account and visit E-locker. While Progress Reports are designed to update parents as to student achievement and progress, there can be no substitute for firsthand parent/teacher communication. Parents are encouraged to make appointments with teachers and/or school counselors in order to discuss ways to enhance student effort, participation, and achievement. Please note: updated grade information can be found on the student portal account.

Report Cards

Report cards will be posted to the E-Locker section on the student portal at the conclusion of each 45 day marking period. Report cards notify parents/guardians of the academic progress of their sons/daughters. Under normal

circumstances, report cards will be distributed 5 - 10 days after grades close for any given quarter, with a confirming blackboard connect call. *After final grades are submitted in June, all 4th Quarter/Final Grades will be available by accessing the E-Locker section on the student portal.* If you would like to request a paper copy, please see the guidance secretary during normal business hours. Paper copies **will not** be mailed home.

Homework Requests

Parents must contact the Guidance office if they wish to request work for their child if he/she is out of school for **three or more consecutive days**. These requests must be received by the guidance office 24 hours in advance of the time they will be picked up. Students are also encouraged to contact the teacher’s webpage or classmates for assignments.

Extra Help

When a student is having difficulty in a class or falls behind due to absence, he/she should always seek extra help. The student should meet with the teacher to arrange for a mutually convenient time for the help, which might be before or after school. Teachers will decide and post their extra-help schedule annually.

Tutoring

Tutoring will be offered one day every week from 2:15 pm-3:15 pm. Dates/location will be established. A late bus will be provided.

Make-Up Work

Make-up work is the responsibility of the student. If a student misses a class, but is in school for part of the day, it is his/her responsibility to get all class assignments and to be prepared for the next day. If a student is absent, dismissed or late to school on a day when a test has been given, the student should expect to make up the test on the next school day (unless other arrangements are made with the teacher). Members of the staff will permit students to make up work missed for a legitimate reason. As a general rule, missed work should be made up within a week’s time after the student returns to school.

Final Examinations/Incomplete Grades

All students are required to take final examinations or complete a final course project. Underclassmen will take examinations during the testing period at the end of the school year or at the conclusion of a half year course. Seniors will take the spring examinations during the examination period prior to graduation.

If students fail to complete the obligations of a course (term papers, final exams, final projects, etc.) by the end of the course, they may be given an incomplete grade, with administrative approval. If approved by the principal, students will have two weeks after the mailing of the report card to meet their obligations or the incomplete will become an F. In extenuating circumstances, students may request an extension beyond ten days from the principal. If a student cannot, because of extenuating circumstances, take a final exam at its regularly scheduled time, he/she must request permission from the principal to take a final exam at an alternate time. If the student is absent and permission is not requested or granted, the student will receive a zero for the mid-term or final exam grade.

Exemption Policy for Final Exams ONLY:

Seniors with a final average of a 90 are excused from taking the final exam. All underclassmen must have a final average of 90 to be excused from a final exam.

MCAS

Massachusetts Graduation Requirements: <http://www.doe.mass.edu/mcas/graduation.html>

MCAS Testing Dates: <https://www.doe.mass.edu/mcas/cal.html>

Classes of 2024 and 2025*		
Subject	Option 1	Option 2
ELA	Earn a score of 472 or higher	Earn a score of 455–471 and Fulfill the requirements of an Educational Proficiency Plan

Math	Earn a score of 486 or higher	Earn a score of 469–485 and Fulfill the requirements of an Educational Proficiency Plan
STE	Earn a score of 220 or higher on a legacy STE test, or the interim passing standard for next-generation Biology (467) or Introductory Physics (470)	Not applicable (only one option for STE)

***A note on the passing standard:**

Please note that the passing standards for the classes of 2021–2025 are set at a level of achievement that has been established as equivalent to the standard on the legacy MCAS tests. Some students in the classes of 2021–2025 may score in the Not Meeting Expectations level, but their scaled score is high enough to earn the CD in that subject. Please see the [September 22, 2022 edition of the Student Assessment Update](#) for a visual representation of this.

DUAL ENROLLMENT/ EARLY ADMISSION PROGRAMS AT COMMUNITY COLLEGES

The Granby Public Schools support the participation of eligible high school students in dual enrollment programs, subject to the availability of funds through the secondary institution. The intent of dual enrollment is to allow students the opportunity to take courses not available at GJSHS and for students to explore and experience college coursework. Students, who are eligible, according to Granby Junior Senior High School guidelines and procedures, may apply for these programs.

A qualified Junior or Senior at Granby Jr. Sr. High School may enroll as a student in Massachusetts’s public institutions of higher education. A student may earn both secondary school and college credits. Students may enroll as long as each of the conditions is met:

1. A student in his or her junior/senior year of high school must have a GPA of 3.0 or higher and be a Massachusetts resident.
2. Students considering dual enrollment or early admission programs, and any and all courses students enroll in must receive prior approval by their school counselor and GJSHS principal.
3. Computerized Placement Tests are given at each of the community colleges and are used to determine readiness for all students. No student will be allowed to apply credit from a community college to GJSHS for a non-credit bearing/remedial college course for high school graduation courses.
4. Students are limited to no more than 2 courses per semester.
5. Students participating in dual enrollment may earn credit(s) that meet requirements for high school graduation and higher education matriculation.
6. Students must demonstrate the ability to benefit from college level work.
7. All students will be required to have written approval from their parents/guardians, or other responsible adult in order to be accepted into a dual enrollment program.
8. *All students enrolled on a dual enrollment basis are responsible for their own transportation, textbooks, instructional materials, and tuition costs and fees.*
9. Continued eligibility will be determined based on the student’s performance during the first semester.
10. Grades earned in the Educational Proficiency Plan will not be calculated into the high school GPA.
11. Students must meet all the necessary graduation requirements to earn a diploma.

WORK BASED LEARNING EXPERIENCE

Criteria

Students applying for work based learning must meet the following criteria:

- be a current junior or senior at Granby High School in *good academic standing*. Students must have passed all classes in the previous quarter prior to applying for the work based learning internship. If a student receives a failing mark, they will be eligible to apply for a waiver. Students will be eligible for one waiver while at GJSHS

- meet school approved attendance policies, no more than 3 disciplinary infractions during the current school year (previous school year if this is being planned for fall semester). Any student who has a documented disciplinary infraction must receive written approval from school administration prior to their application being submitted. .
- currently be satisfying graduation requirements

*Administration reserves the right to establish a plan to assist students who do not meet the criteria above to work towards having an opportunity to participate in a work based learning internship

Student Responsibilities

Student's will be responsible for finding their own work experience job. Assistance in finding a placement will be provided upon request. Students can use the results of the career interest survey given during their sophomore year.

Once the [application](#) is completed, the student will meet with the Work Based Learning Supervisor to review the Work Based Learning [Contract](#).

Students will be responsible for submitting their hours of employment bi-weekly to the Work Based Learning Supervisor.

Academic performance will have first priority over the internship program. Academic failure may result in the termination of the internship and the return to a full academic schedule as required by Granby High School.

Student(s) will meet requirements of the internship program in order to receive a passing grade and a maximum of 10 academic credits. The grade will be pass/fail and is not included in the student's grade point average.

Students are expected to adhere to all rules/policies outlined in the student handbook as work-based learning opportunities are considered school functions. Failure to abide by these rules/policies can lead to the termination of the work-based learning opportunity and loss of credit for the course.

The student will provide his/her own transportation to and from the site and will be liable for his/her actions en route to and from the site.

At GHS, the student must sign in and sign out in the log book located in the Main Office if they are arriving to school late or leaving school early for their assigned work study.

An intern must complete a minimum of 5 hours per week at their site for 2.5 credits per semester. Students will be permitted to complete up to 10 hours per week at their site for 5 credits per semester. Any exceptions must be approved by the school counselor and a school administrator.

Mentor Responsibilities

The Mentor will give the same consideration to the student intern as is given to all other employees with regard to health, safety, general work conditions and other regulations of the business.

The Mentor does not discriminate against any applicant because of race, color, religion, sex, national origin, gender identity, age, marital status, veteran status, disability, sexual orientation, or any other legally protected group.

The Mentor will provide qualified supervision and evaluation using the "Massachusetts Work-Based-Learning Plan." Granby High School will require one evaluation halfway through the semester, and one at the end of the semester.

The Mentor will contact the School Counselor regarding inappropriate performance on the part of the student while at the site. The Mentor will contact the school prior to a change in schedule or termination. Inappropriate behavior while on the internship site should be directed to a school administrator.

The Mentor will provide an orientation for the student to cover site rules and regulations, including safety procedures.

The Mentor will allow the student sufficient time to get to/from Granby High School for their scheduled classes.

Parent/Guardian's Responsibilities

The Parent/Guardian agrees to let the student participate in the internship program and to cooperate with the school in meeting the requirements of this contract.

The Parent/Guardian agrees with and understands that the student will provide his/her own transportation to and from the site and will be liable for his/her actions en route to and from the site.

The Parent/Guardian agrees with and understands all of the student's responsibilities in signing this contract and participating in an internship opportunity.

The Parent/Guardian understands that academic performance will have first priority over the internship program. Academic failure may result in the termination of the internship and the return to a full academic schedule as required by Granby High School.

GJSHS ACADEMIC ATTENDANCE POLICY

Please use the [Absence/Dismissal Form](#) when your student is absent, being dismissed or tardy to school.

ABSENCES

- For all absences parent/guardian please fill out an [Absent/Dismissal/Tardy Verification Form](#).
- Doctor, college visit, and all other notes should be sent electronically to placoste@granbyschoolsma.net.

FREQUENTLY ASKED QUESTIONS

- **What if we have a family emergency and I need to dismiss my child?**
 - Please call 413-493-5000 for the student to be dismissed from in-person classes. If this happens in a remote learning environment, please fill out the form as soon as you are able. You can also contact the Main Office or administration and we'd be happy to assist you.
- **Where else can I find the Absent/Dismissal/Tardy Verification Form?**
 - It is posted on the main page of the Granby Junior Senior High School website and in the newsletters.
- **What if I have a question about an attendance procedure?**
 - Call 413-493-5000 and we'd be happy to answer any questions.
- **Can my child receive credit for work that was missed?**
 - This will be determined by the classroom teacher. In some instances students will be able to make up work, and receive credit for being in attendance. In other instances, students will be expected to make up the work, but may not receive credit for being in attendance. This is dependent on a number of factors. Ultimately, it is our expectation that students are present and actively participating in synchronous learning with their teachers and peers at the assigned class time.

Reporting an Absence

On the day a student is absent, parents are expected to fill out an [Absent/Dismissal/Tardy Verification Form](#). If there is an issue accessing the [Absent/Dismissal/Tardy Verification Form](#), then please call the school before 8:00 a.m. (413-493-5000). Please state the reason and estimated length of absence. You may leave a message on the answering machine.

If a student is absent from school, that student is not allowed to attend any co-curricular, athletics, or social school activities after school or that evening (unless waived by the Administration). A student must be in school on the day of the event (or the day before if the event is scheduled for a Saturday) for at least 75% of the school day in order to participate or attend that school activity/event.

Students listed as absent are not allowed to enter the school building that day. Students found to be on school grounds while on the absent list will be considered to be trespassing.

Students are expected to be in attendance every day of the school year. It is essential to the learning process and establishes good work habits. According to state law, (Chapter 76 Section 1) parents/guardians have the legal responsibility to ensure that their children are in attendance each day school is in session.

Family vacations should not be planned during days school is scheduled to be in session. Excessive absences have a negative effect on (student performance, learning and academic growth). Parents will receive notice when their child has excessive absences or tardies. Excessive absences may jeopardize a student's promotion and/or successful course completion.

Department of Elementary & Secondary Education-New accountability requirements; Defining "Chronic Absenteeism"

In the fall of 2018, The Massachusetts Department of Education of Elementary and Secondary Education issued a new accountability system for all school districts in Massachusetts. The new system moved districts away from the past

practice of being recognized and/or supported solely on the results of standardized tests. The new system now includes additional indicators that will be used to recognize schools that are demonstrating success in addition to identifying schools in need of support (for more information on the new accountability system you can click [here](#)). The “chronic absenteeism” indicator is likely the one that has had the most immediate impact on schools and families. Chronic absenteeism is defined as the percentage of students missing 10 percent or more of their days in membership. In a typical 180-day school year, this is the percentage of students who miss 18 or more days. The chronic absenteeism rate includes both **excused and unexcused** absences. Granby, like many other districts, has worked to understand this new indicator and identify ways we can address it proactively. Additionally, we are working to identify supports and resources that can be used to support families. At GJSHS, we have had many discussions about this and have started to pilot new approaches. One step that has been taken is letters have been created and are being sent home once a student reaches 3 absences, 6 absences, and 9 absences (excused and unexcused). These are form letters that are intended to be a part of a larger conversation and to ensure parents/families and the schools are on the same page.

Arrangements should be made with the classroom teacher to clarify when and how work needs to be completed. It is the responsibility of the student to make up class work missed during any absence. Failure to do so may result in a zero.

LEGAL REFS.: M.G.L. 76:2

Regular and punctual school attendance is essential for success in school. The School Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

Bereavement
illness (with documentation)
medical appointments

A child may also be excused for other exceptional reasons with approval of the school administrator.

A student’s understanding of the importance of day to day school work is an important factor in the shaping of his/her character. Parents can help their children by refusing to allow them to miss school without a valid excuse and appropriate documentation.

Accordingly, parents will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician’s statement certifying such absences to be justifiable.

The importance of regular class attendance cannot be overemphasized. What happens in the classroom is essential to the educational process. Time lost from the class can never be regained. Regular attendance enhances learning by exposing students to a greater amount of academic content, instruction, and time to apply new concepts and skills. It allows for teacher explanation and the interaction between students and between teacher and student. Since the classroom is the primary area of learning, it is apparent that attendance is a valid reasonable requirement. Teachers cannot teach students who are not present. Therefore, students are expected to make a commitment to regular class attendance, and parents are strongly urged to assist the school by supporting its attendance policy.

According to Chapter 76, Section 1 of Massachusetts General Laws, more than seven absences per semester is considered excessive. Regulations that govern MCAS performance appeals state that students must have maintained at least a 95% (171 of 180 school days) attendance level during the school year prior to testing and the year of the appeal.

In accordance with state regulations, students in grades 9-12 who accumulate more than **14** absences in a year-long course or **7** absences in a half-year course **will not** receive credit for the classes attended or grades earned. To appeal this, students must appeal to the Assistant Principal.

If the student has exceeded the attendance policy, the classroom teacher will enter an “NC” for the course grade in the class. The student will be notified of the “NC” by the Assistant Principal and given the opportunity to recover the credit for the course. If the student does not recover the credit for the course, the “NC” will change to a “O” to signify loss of credit for the course. The course and grade will be entered on the transcript with a “O” for credits earned. The course will not be computed in GPA. If it is a required course for graduation, the course will have to be taken again. A student may retake the course in summer school (at the student’s expense), on-line, or in-person again at GJSHS. If the required course is in ELA or mathematics, students are strongly encouraged to retake the course in summer school or online to avoid taking multiple courses in the same content area at the same time.

Tardiness to and Dismissal from class: When a student is tardy to/dismissed from (misses **less than 50%** of a class period) the same class **3 times**, it will be counted as **one absence** by the classroom teacher. If the student is tardy to or dismissed from (**more than 50%** of a class period) said class, the student will be considered **absent** from that class.

Result of chronic absences:

Excessive absences, tardiness, and early dismissals have a negative effect on test scores, class participation, and other criteria used by the classroom teacher to establish satisfactory performance. If your child is absent without notice, a Connect Ed phone call will automatically be sent. Parents will begin to receive personal phone calls from either the attendance officer and/or the Assistant Principal after [3 absences](#). Additionally, parents will receive a letter notifying them of their students' absences to date. At 5 absences, a meeting will be scheduled with your child and parent/guardian to discuss our attendance expectations, as well as explain the Application for Attendance Recovery Form. After [6 absences](#), another letter from the Assistant Principal will be sent home to parent/guardians outlining the attendance expectations as well as a copy of the Application for Attendance Recovery Form. In addition, a referral to the Bridge Resource Center will be sent to the parent/guardian of the child and a reasonable attempt will be made by school administration to schedule a meeting to discuss your child's absences.

Please note the school must adhere to strict attendance regulations set forth by the Commonwealth M.G. L Chapter 76 section 1. If your student is [absent 9 days](#) from class, additional interventions will be put in place to address the absences. Some of these interventions may include: a letter home to the parents informing them of the absences, filing a Child Requesting Assistance (C.R.A) after a child misses more than 8 days in a quarter and/or filing a 51 A with the Department of Children and Families. The supervisor of attendance may pursue involvement of the court to ensure the school, child, and guardian are in compliance with this law. After the fourteenth (14) absences, the school reserves the right to consider retention or summer school at the parent's expense.

*Copies of the attendance letter are embedded in the links above.

APPLICATION FOR ATTENDANCE RECOVERY (click [link](#) for a copy of the application):

Students are eligible to recover absences through the Application for Attendance Recovery. Students must follow the outlined criteria listed below:

1. Student has accumulated 5 absences
2. Bring this form to individual teachers to inform them of your absence(s) and to obtain any assignments that can be given ahead of time. Once complete, return to the Main Office for signature. Once signed by administration, the student will receive the original and a copy will be made for the Main Office for the student's file. If at any time you need assistance, please reach out to the Assistant Principal.
3. After work has been completed, students are required to bring this form to their teachers for verification of work completed, obtain teacher sign off and then return to the Assistant Principal for review. Administration will determine whether or not the student will be granted credit towards this absence. For example, a student may earn attendance credit if all required work is completed within the time frame indicated below. The student record will indicate "AR" for absences recovered. Students that complete the assignments listed on the backside of this form must receive verification from their teachers and will then earn back credit for their missed day(s). All absences shall be made up within the quarter.
4. As stated above, this is an application for attendance recovery; approval will be determined by school administration. A copy of this application will be kept on file.

Regular attendance enhances learning by exposing students to a greater amount of academic content, instruction, and time to apply new concepts and skills. It allows for teacher explanation and the interaction between students and between teacher and student. Therefore, students in grades 9 -12 who accumulate more than 14 unexcused absences in a year-long course or 7 unexcused absences in a semester course will not receive credit toward absences for the semester/year-long course and could result in loss of credit.

There are 2 categories of absence/tardies/dismissals

Category I. Excused absences/tardies/dismissals that **DO NOT** count towards loss of credit **but will be reflected as absence(s) on the student's attendance record:**

- Co-Curricular activities such as field trips, club conferences, athletic competitions
- Disciplinary Suspensions
- In-School college visits (limited to three a year)
- Observation of religious holidays. (Parental Notification Required)***

- Outside College Visits (limited to three days per school year—documentation from school/university required)***
- Quarantine or long term illness; accompanied by doctor’s note for verification***
- Bereavement or serious illness in the family (up to three days)***
- Mandated court appearance; accompanied by a note from the court with date and time***
- Medical Appointments accompanied by a note from the doctor with date and time of appointment***
- Weather so inclement as to endanger the health of the child
- Driver’s Test
- Nurse Dismissals

***Excusal notes should be submitted to the main office within a week of the appointment

Category II. Unexcused absences/tardies/dismissals that **DO** count towards loss of credit:

- Short-term illness without doctor visit
- Early Dismissals
- Family Vacations
- Class Cut
- Missed school bus/ride
- Traffic or car trouble
- Oversleeping/ broken alarm clock
- “Skip Days”

Attendance Waiver

In general, waivers will be granted by the Principal only for medically documented cases of chronic or long-term illnesses, religious observance, or family emergencies or hardship. In the event that the student exceeds the allowed number of absences in a course and loss of credit occurs, the student and parents will have the opportunity for a hearing with an Attendance Review Committee (which will include at least the Principal, and/or the Assistant Principal, and/or the School Counselor and a classroom teacher). The committee will listen to the extenuating circumstances and make a decision regarding whether or not to the award of withhold credit. If the opportunity to meet with the committee is waived, the student will lose credit. The decision of the Attendance Review Committee will be communicated in writing in an appropriate amount of time and is final.

What is the potential outcome of the hearing?

- Permanent loss of credit
- Restoration of credit
- Loss of credit, with conditions to meet before credit will be restored. (Credit Recovery)

TARDY TO SCHOOL

Promptness to school and to class is a high priority of Granby Jr./Sr. High School. We believe this reflects the minimal expectations, which our community, businesses, organizations, and industries expect.

All students who arrive at school after 7:30 a.m. must report **immediately** to the main office and sign in. Accepted excuses for tardiness to school are the same as those for being absent (court appointment, doctor’s appt., religious observance, family hardship, family emergency, and approved school activity)

Arriving tardy to the same class **three times** results in an absence from the class. Excessive tardiness may result in loss of credit for that class (more than 7 absences in a semester course and more than 14 in a yearlong course).

Procedures for tardiness:

- Students arriving tardy to school report to the main office.
- Students will receive a yellow tardy pass.
- Students will hand the classroom teacher the yellow pass.
- The classroom teacher will adjust the “T” in the gradebook to present.

****Below is an outline of possible consequences—it is not a complete list of all possible consequences. Administration has the right to use discretion depending on situational circumstances. Progressive discipline will be used for chronic offenders. This could include additional alternative restorative discipline. The administrative staff will make every effort to contact home regarding attendance and tardy concerns.***

Consequences

3 tardies	One absence from class Letter home
6 tardies	Second absence from class One hour after school detention Phone call with Assistant Principal Tardy Improvement Plan
9 tardies	Third absence from class One 2-hour Saturday school assigned by the Assistant Principal. Meeting with family (virtual or in-person) One week suspension of parking privileges for those students who drive.
12+ tardies	Additional absences from class. Additional Saturday school detentions Meeting with family (in-person) Potential loss of credit in class. Parking privileges suspended for the remainder of the semester for those students who drive.

The student record will indicate “TRA” tardies recovered.

TARDY RECOVERY (click [link](#) for a copy of the RamTIP):

Students are eligible to recover tardies through the Tardy Improvement Plan. Students must follow the outlined criteria listed below:

The RamTIP (Tardy Improvement Plan) is designed to empower students to develop a support network and improve their punctuality to school. Students can partner up with a classmate from A-Block to plan and support one another to arrive on time every day to school. For the RamTIP to be successful, then both students must arrive to A-Block on time every day for at least two consecutive weeks. If both students are present on time every day for two consecutive weeks, then three (3) tardies will be recovered. If three consecutive weeks are successful, then six (6) tardies will be recovered. If four weeks are successful, then twelve (12) tardies will be recovered. The student record will indicate “TRA” for a tardy that has been recovered.

PROCEDURE:

1. Complete the section below with start date, both students' names, and current number of tardies. (One form can be used for both students.)
2. Arrive to A-Block on time (before the 7:30am bell).
3. Ask your A-Block teacher to sign the form each morning.
4. Once you have reached your goal (at least two consecutive weeks), turn in your form to the Assistant Principal.

GENERAL PROCEDURES

School Day

Students may arrive beginning at 7:15am and proceed to the cafeteria until the bell rings at 7:25am. The school day begins at 7:30 a.m. and ends at 1:58 p.m. Students are expected to be in their first period class, when the final bell rings. Students arriving tardy to this class must report to the Main Office to sign in.

Students must leave the school grounds at the end of classes unless participating in supervised after-school activities!

Students should note that school sponsored events are considered an extension of the school day, and as such the same rights, responsibilities, rules, and channels of authority that have been established in this document are in effect.

Absence from Midterms or Final Exams

1. Once the exam schedule has been finalized, no one will be allowed to take the exam earlier than scheduled without written consent of the Principal or Assistant Principal. Permission will be granted only under extreme hardship cases such as medical reasons or family emergencies, which take the student from the area for the summer. (Summer jobs do not fall within this definition.) **Exception:** Students participating in school sponsored or school approved activities, i.e. Boys' State, Girls' State.
2. Students wishing to take exams other than at the scheduled time must make up the exam within ten (10) business days following the scheduled date or receive a failing grade for the exam. Only those students who have received prior permission from the administration or who happen to be ill on the day of the exam may exercise this option.

Dismissals

All students, **REGARDLESS OF AGE**, must follow the dismissal policy. A written parental excuse stating the reason for dismissal must be brought to the Main Office **BEFORE 8:25 a.m.** if dismissal is desired during the school day. The following are the procedures that are to be taken:

1. The note must include the student's full name, time of dismissal, reason for dismissal and who is picking the student up, if other than their parent/guardian.
2. The student's name will appear on the attendance sheet noting the time of dismissal.
3. All students being dismissed must sign out in the office and must check back into the Main Office if returning to school.
4. Once dismissed, a student must leave school grounds and not return unless they are signing back in.
5. The parent or person designated by the parent must come into the building to sign the student out and provide identification.

The administration reserves the right to question the reason for a student being dismissed during the normal school day. Parents should avoid making appointments for their children with doctors, dentists, etc., between the hours of 7:30 a.m. and 1:58 p.m.

In the event of an emergency, a student may be excused from school by a telephone call from the parent, or a parent may come to the Main Office and directly request dismissal. In the case of an accident or illness the school nurse will dismiss the student from school. Parent/guardian will be informed by phone. If the nurse is not available, the student must report to the Main Office so his/her parents may be called. In either case, **THE STUDENT MUST ALWAYS CHECK OUT AT THE MAIN OFFICE BEFORE LEAVING THE BUILDING.**

A student who is dismissed by the school nurse must be picked up by a parent or a responsible person designated by the parent when notified. A student may walk/ drive home at the discretion of the nurse, and with a parent's permission.

Administrative Withdrawal

A student with 15 consecutive absences may be administratively withdrawn. When a student who is 16 years old or older has exceeded the absent limit, exhausted appeals and cannot earn credit, he or she may be administratively withdrawn. The student and his/her parent/guardian will be encouraged to re-enroll the student for the following semester with a supportive plan developed with the student's school counselor and the Principal.

School Cancellations

In case of inclement weather or other emergencies, announcements of school closings, delays, or early release will be made between 6:00 a.m. and 9:00 a.m. on WHYN AM and FM, and WHMP AM, WMAS AM, TV 22 and 40, and their associated websites (www.wggb.com and www.wwlp.com). Twitter: superintendent@GranbyPS Facebook: Granby Public Schools

HEALTH SERVICES

Emergency Information

At the beginning of each school year, "Student Profile Sheets" are distributed to each student. It is extremely important that the information be complete and accurate and kept up-to-date. There must be a way of reaching parents/guardians promptly should illness or accident occur. We need the name of at least one emergency contact in case parents/guardians cannot be reached. Please use a local alternate and be sure that the person you name is willing and able to serve in this capacity.

Health Clinic/Medication Policy

Any student who becomes ill or has an accident while on school property, should request teacher permission (if at all possible) and report immediately to the clinic to be examined by the school nurse. In cases of accidents, you should follow this procedure regardless of how slight you feel the injury may be. A Registered Nurse staffs the clinic. Under no circumstances is a student to go to the lavatory or other area instead of the clinic. **Students are not to use their cell phones to contact parents.** STUDENTS ARE NOT TO LEAVE THE BUILDING FOR REASONS OF SICKNESS OR INJURY UNLESS EXCUSED BY THE NURSE OR THE MAIN OFFICE. Such a student will be treated as if he/she has "cut" class or is in an unauthorized area. **Students who use their cell phone to contact parent(s)/ guardian will NOT receive a medical dismissal.**

Ideally, medication should be given at home. However, in the event medication needs to be given during school hours, the following policy applies:

- a. Medication when given must be given with a doctor's order. Appropriate forms are available in the office and in the health clinic.
- b. The nurse administering the medication must have a signed permission slip from the parent.
- c. All medication must be delivered by a responsible adult to the school in an original pharmacy container labeled as to name and strength of medication, dosage and time to be administered, name of student and prescribing physician.
- d. The medication will be kept in a locked area (or refrigerator if necessary).
- e. The medication will be administered by the school nurse (if available) or her designee.

*The Granby Public Schools allows students with asthma or other respiratory diseases to possess and administer prescription inhalers. It will be required that the students have a physician's order in the health clinic, and that the student notifies the nurse if medication was needed and used during the school day.

Physical Examinations and Screenings

Massachusetts state law requires students entering 7th and 10th grades to provide the school with the copy of the physical and up to date immunizations. The school nurse conducts screening programs mandated by the State of Massachusetts for students in the junior/senior high school. The purpose of the screenings is to evaluate and chronicle each student's growth and development as indicated by their height, weight, vision and hearing. Postural screening is also performed for grades 7-9. All transfer students are required to provide the school, upon transfer into Granby Jr/Sr HS, a record of physical examination completed within one year of the date of entrance and up to date immunizations.

A physical is required each school year in order for an athlete to participate in sports. Students can provide a copy of the physical from their doctor and submit it to the main office. No student will be able to participate without a physical.

Physical Education Excuse Policy

A written statement, signed by a parent or guardian, valid for no more than a week, must be presented to the physical education teacher whenever a student wishes to be excused from physical activity. It is the student's responsibility to arrange for class make up when absent or excused in accordance with department policy.

- a. For a period longer than 1 week, a statement, signed by a physician, providing a brief diagnosis and length of time to be excused is required.
- b. Students excused for extended periods of time will be assigned an alternative and processed accordingly through the guidance office.
- c. Students with permanent physical disabilities will be excused from physical education classes. A statement from the physician must be on file in the nurse's office and must be renewed each year.

Immunizations

To protect the health of all students, Massachusetts immunization requirements must be met for enrollment in school. By law, students lacking proof of such immunizations from the family physician or public health clinic must be prohibited from enrolling in school, or continued attendance until such proof has been provided. The law does provide for exemptions for documented medical and religious reasons.

Head Lice Policy

Granby Public Schools recognize that head lice are not a health hazard or a sign of poor hygiene, and this policy shall not constitute a strict "no-nit" policy. This policy is in place to provide guidance on the process which will be followed in order to manage the potential spread of head lice.

Students suspected of having head lice shall be sent to the nurse for a head lice examination. If the student is deemed to have head lice, the nurse will determine if the student is to be sent home. In all cases of suspected head lice, the nurse shall notify the student's parent(s)/guardian(s) that the student has head lice. The nurse will also instruct the parent(s)/guardian(s) as to the proper procedures for treating head lice.

The nurse shall re-examine the student for head lice upon returning to school. The nurse has discretion to send the student home based upon the re-examination. If a student has repeated episodes with head lice, the school nurse will attempt to work with the family and/or pediatrician to ensure the student does not have too many absences related to head lice.

Deliveries

Students will not be allowed to order food from a business and request delivery to the school. Additionally, flowers and balloons will be kept in the main office and given to the student at the end of the school day.

Food Allergies

It is recognized by the Granby Public Schools that food allergies can pose a serious risk to certain students. Therefore, the Granby Life Threatening Allergy Policy and ALL Protocols MUST be adhered to at all times. FILE: JLCCC-R-1 (also GBGA-R-1). Refer to the Life Threatening Allergies section for additional policy information.

STUDENT SUPPORT SERVICES

Rediker's Parent Plus and Student Plus is a web-based Learning Management System that Granby Jr/Sr High School utilizes for school and class organization. It serves as a forum for teachers to post classroom information and communicate with their students and parents/guardians. The website also helps parents monitor their child's progress by accessing grades and any missing work, etc. and allows parents to communicate with the teacher.

Students/parents will be given a personal *login* account so that they can utilize the portal from any internet accessible computer. If you forget/misplace your password, please contact the guidance secretary for assistance.

School Counselors

Counselors are assigned by grade 7-9 or 10-12. They are directly responsible for academic advising and course scheduling as well as post-secondary school career and college readiness planning. Our counselors serve as liaison among student, teacher and parent, and provide a range of advocacy and problem-solving strategies. Counselors also facilitate a range of testing programs and provide some direct instruction regarding college and career pathways for all students.

School Psychologist

The School Psychologist provides psychological evaluations for students identified as at risk for learning, behavioral and emotional difficulties.

School Social Worker/School Adjustment Counselor

The School Social Worker/School Adjustment Counselor provides assistance to students and their families regarding social-emotional, mental health and addiction-related issues. Individual and small group counseling, peer mediation, home visits and community referrals are regular offerings. The social worker also serves as a Title IX officer and assists students who may have been harassed.

School Resource Officer

The School Resource Officer acts as a bridge between the Granby Police Department and the student body of Granby Jr/Sr High School. He/she conducts criminal investigations and is responsible for the security of the school. The resource officer also assists the school with non-criminal investigations when requested by the school administration, and is a resource for the student body.

College Visitations

Arrangements, in advance, will be made with the student's counselor. A signed confirmation of the visit by the college admissions office is required upon return.

Student Records

General Provisions

The student record contains all information concerning a student that is kept by the school. Each student and parent/guardian with physical custody has the right to see his/her own student records. Copies of any information in the records may be obtained upon request.

The student's record is available to school contracted personnel who work directly with the student. This includes administrators, teachers, counselors, administrative office, staff and clerical personnel. They do not need permission to see student records.

Directory information may be disclosed for any purpose at the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. In addition, subject to the right of parents of individual students to opt out, Section 9528 of the No Child Left Behind Act of 2001, requires public schools to afford military recruiters access to the names, addresses, and telephone numbers of secondary school students.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal on or before the 15th day of each September.

Homework, class work, quizzes, and classroom tests do not constitute "student records" under the Massachusetts student records law and regulations. Thus they can be disclosed to police without student or parent consent.

Parents and students should review the complete student records law in the appendix.

Transcripts

A transcript consists of a record of the courses students have taken, your final average and the credits you have received. Official transcripts are part of high school credentials that you must provide to colleges to which you are applying.

Official transcripts will be sent to a school, college, or special program, upon your request. Please allow a week for processing.

All requests for transcripts should be addressed to the Guidance Office.

DONNA L. GNATNEK MEDIA CENTER

The Media Center is located on the first floor. The Center encompasses the library, casual reading area, library cafe, and a computer area.

Teachers and students are encouraged to make full use of the Center's books, reading area, library cafe, and computer area and are encouraged to consult with the media specialist for collaboration on projects and lessons.

The library web site provides home access to many library resources, such as databases, librarian-selected web sites for specific assignments, search tips, an interactive book review blog, lists of new books, and more.

Hours

*Monday - Friday 7:15 a.m. to 2:08 p.m.
Extended hours available upon request

Procedures: Books may be borrowed for three weeks; renewal available. Students may borrow as many books as needed.

Students are encouraged to use the Center when given a pass from their classroom teacher. To use the Center during lunch, students may obtain a pass from the librarian or a teacher.

ACTIVITIES

Students participating in voluntary co-curricular activities, including but not limited to intramural or interscholastic athletics, are required to return a signed release of liability to the director of the event/activity prior to engaging in the activity, event, or the commencement of the athletic season. As these activities are voluntary, the student's participation in an event, activity, or athletic season is conditioned upon receipt of the signed and returned release of liability form. Massachusetts law permits use of such releases for school-related voluntary co-curricular activities, including but not limited to athletics. Release forms will be distributed by the Athletic Director and/or by the administrator overseeing activities.

The student's participation in any co-curricular activity, including but not limited to intra-mural or interscholastic athletics of any nature, is conditioned on compliance with all applicable laws, district policies (including but not limited to policies relative to student conduct and discipline, bullying, hazing, harassment, and discrimination), all MIAA policies, and district values and behavioral expectations. In the interest of student safety and compliance with these laws, policies, values, and expectations, coaches and/or other school staff will routinely monitor locker room activities. Such monitoring may include physical presence by coaches or other staff in locker rooms. While monitoring students in locker rooms, all coaches and staff will give appropriate consideration to student privacy. Students seeking increased privacy when changing clothes/uniforms may utilize individual stalls and/or privacy curtains or screens where available, and are encouraged to address any privacy related concerns with the coach or building principal.

Student Organizations - Eligibility

In order to participate in any school organization a student must satisfy the same eligibility requirements for athletic participation. Continued participation may also be denied based on chronic discipline problems as determined by administration and the organization advisor.

School Council

The GHS School Council, made up of faculty, parents, students, and community members, serves to advise the principal, who acts as chair, on matters of school policy. Created by the Education Reform Act of 1993, the School Council's primary task is to draft a yearly School Improvement Plan. Meetings are open to the public and generally held once a month during the school year. Call the Main Office for more information.

Student Council

The purpose of the Student Council is to promote communication between students and faculty, take partial responsibility for their own welfare and to advise the administration and school committee on student concerns.

On the high school level, the Student Council consists of one faculty member and is open to representatives in good standing from each of the 4 grade levels. A President is elected by the Student Council to preside at all meetings for the council.

Regional Advisory Council Representatives

The student body elects delegates and alternates to the Regional Student Advisory Council of the State Department of Education. The delegates represent the school at periodic meetings at area high schools.

Class Officers

Class Officers are elected by their class and retain their position for a period of one year. Class Officers are elected as leaders and are expected to demonstrate excellent conduct and attendance throughout the school year. Class Officers may be removed from office at the discretion of Administration or the Class Advisors as a result of behavior or attendance concerns.

National Honor Society

The National Honor Society at Granby Jr. /Sr. High School is committed to the recognition of excellence in Scholarship, Service, Leadership, and Character. The Society meets on a regular basis under the direction of its officers and advisor, in order to plan activities, develop programs and discuss topics of interest.

Eligibility Requirements:

The following is an abridged summary of the eligibility requirements for the National Honor Society. A more comprehensive statement can be obtained from the advisor.

- Candidates shall have attended at least one semester in Granby Jr.-Sr. High School.
- Candidates must be a member of the junior or senior class.

- Candidates and members shall carry no fewer than 20 credits per year in academic honors/standard classes. An academic class is defined as one that assigns regular homework.
- Candidates must earn 10 or more credits per year at the honors level, beginning in grade 9. Normally, the requirement means taking two honors-level courses per year. However, to recognize individual growth, a student who has taken at least four honors-level courses by the beginning of his/her junior year or six honors-level courses by the beginning of his/her senior year will fulfill this requirement. Once accepted for membership to the National Honor Society, a student must take at least two honors-level courses per year.
- Candidates must follow school rules for Community Service and Pass/Fail courses. Only one pass/fail course can be taken during a marking quarter, unless the requirement is waived by the advisor.
- Candidates who have a weighted cumulative final grade average of 90 or better by the end of grade 10 will be considered. At the end of both semesters: junior year and first semester senior year, qualified candidates may apply.

In addition to the academic requirements, a candidate must meet the other criteria of excellence in service, leadership, and character. All candidates will participate in the Society's annual projects as well as performing 12 hours of individual service per year. A five-member faculty council, appointed by the Principal, meets to elect the candidates who have met the standards. The selection is based upon the candidate's submitted credentials, faculty input, and committee discussion. A copy of the by-laws is available to any interested student.

H.O.P.E. (Helping Out People Everywhere)

This volunteer organization club under its advisors performs numerous activities during the school year. Members help out at the two elementary schools, and perform charitable work including raising money for different organizations.

The Literary Magazine

This club under its advisors solicits student artwork and writing and publishes under the title Musings.

Daily Dino

The Daily Dino is Granby Jr/Sr High School's student-run and student created newspaper. Students on the Daily Dino staff take on the role of journalists and publish news, events, and stories that are relevant to the school and the larger community. Students who return to the staff for several years have a chance to apply for a leadership position.

Granby Booster Club

The Granby Booster Club is a non-profit fundraising committee that supports and rewards students in their activities at Granby Jr./Sr. High School. Some of the events that the club sponsors are the academic luncheons, the sports award banquets, the senior sports award ceremonies, and the purchase of banners for winning teams and clubs. In past years the club has also purchased such items as trophy cases, bleachers, batting cages, the outdoor concession building, and new water fountains for the high school gym. During the year the Booster Club runs several fundraisers to pay for these events and items. We encourage and support all parents or guardians to become active members of this very generous organization. If you would like to help, please contact any Booster member.

Granby Parent Teacher's Organization (PTO)

The Granby PTO proudly supports the students of the Granby Public Schools. It is the mission of the Granby PTO to promote ongoing communication between parents, school staff and the community. The PTO raises funds for supplemental educational materials and experiences such as educationally based field trips. The PTO supports school/family social interactions and provides a non-biased forum for the sharing of information.

The Granby PTO always welcomes new members (parents, caregivers, school staff). The PTO meets once a month during the school year and sponsors year round fundraisers.

Granby Music Parents' Association

The Granby Music Parents' Association is dedicated to the enhancement of the students' musical experience. Our emphasis will be focused toward generating community support for various initiatives: such as funding for instruments and uniforms. In addition, we hope to foster opportunities for students to participate in activities beyond the core school experiences. We strongly encourage all interested parties to participate by attending regular meetings.

Student Involvement: As appropriate to the age of students, class or school organizations and school government organizations may be formed to offer practice in self-government and to serve as channels for the expression of students' ideas and opinions.

The School Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges, and other areas of student sensitivity.

Students will be welcomed at School Committee meetings and granted privileges of speaking in line with the privileges extended to the general public. The student representative to the School Committee will have a non-binding vote on all issues before the School Committee.

School Committees of cities, towns and regional school districts shall meet at least once every other month, during the months school is in session, with a student advisory committee to consist of five members to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.

The members of such student advisory committees shall, by majority vote prior to the first day of June in each year elect from their number a chairperson who shall serve for a term of one year. Said chairperson shall be an ex-officio, nonvoting member of the School Committee, without the right to attend executive sessions unless such right is expressly granted by the individual School Committee. Said chairperson shall be subject to all School Committee rules and regulations and shall serve without compensation.

LEGAL REF.: M.G.L. 71:38M CROSS REF. BDF

SPECIAL EDUCATION PARENT ADVISORY COUNCIL: The Granby Special Education Parent Advisory Council (GSE PAC) will increase disability awareness in the community, provide a forum for parents and staff to share ideas, identify concerns, and support families of children with special needs; and promote inclusion of students with disabilities in all district and community activities.

For more information, please Meghan Schepart, Director of Pupil Services, at 493-5100 or SEPAC President, TBD

Department of Athletics @ GJSHS

Dylan Dubuc Athletic Director
ddubuc17@granbyschoolsma.net

Event Photos: Flickr-Search Granby Rams

Important information for 2023 Fall Athletics-When registering for the athletic participation, parent/guardians will be required to fill out an Athlete Attestation Form found in Family ID.

Parents/Guardians will be able to attend games and will be required to follow Granby Jr. Sr. High School and Granby Public School's safety guidelines.

In order to participate in the interscholastic athletic program and/or any co-curricular activity at Granby Junior-Senior High School a student must, where applicable, conform to the rules of eligibility as set forth by the Massachusetts Interscholastic Athletic Association (MIAA) and the Granby Public Schools.

Athletics is an integral part of education. It encompasses the philosophy, aims and objectives of the institution. The range of experiences offered in athletics broadens the scope of the total education of the individual. Everyone is a potential athlete and should be encouraged and allowed the opportunity to participate in sports, games and physical activity. Within high school sports' programs, young people learn values associated with discipline, performing under stress, teamwork, sacrifice, commitment, effort, accountability, citizenship, sportsmanship, confidence, leadership, organizational skills, participation within rules, physical well-being, chemical health, striving toward excellence, and many other characteristics that come quickly to mind of any educator.

While winning contests, rather than losing them, is a laudable goal, it should not supersede the primary priorities of high school sports' programs. What should be the rationale behind high school activities is preparing students to succeed in all endeavors rather than merely to win athletic contests. Win or lose, students should learn lessons of a lasting and positive nature.

The School Committee will make every effort to promote an interscholastic athletic program that is educationally sound and that encourages a comprehensive program to meet the needs of as many of our students as possible.

The Committee is committed to ensuring the maximum participation of, and growth opportunities that, athletics offer to all students and believes that the three levels of teams – middle school, junior varsity and varsity – are designed to offer opportunity to the greatest number of students possible and to match the growth, skill and maturity of student athletes.

When a team exists at the middle school level 7th and 8th graders are expected to play at that level. The School Committee strongly believes that this is a good and appropriate entry into high school sports and matches the skill, maturity and endurance of most middle school athletes. However, there are conditions when it is necessary or appropriate to seventh grade students up to the junior varsity or eighth grade students to the varsity level.

In any of the situations listed below, coaches may not exclude or cut upperclassmen first as long a middle school program exists.

The conditions that coaches may consider moving middle school students to a higher level are:

1. When it is necessary to field a team
2. When it is necessary to even numbers between teams
3. When it is determined that bringing some middle school students up to a higher level provides more opportunity for other students to participate in the sport

Any middle school athlete that is being considered for the junior varsity or varsity level must be the most skilled in the position(s) needed, and demonstrate the emotional and physical maturity and endurance to play at an advanced level. A middle school athlete that shows “potential” but does not have the maturity, size or endurance to play at an advanced level should not be advanced.

Before any middle school student is considered for advancement, the coach must demonstrate to the satisfaction of the Athletic Director and the Principal that the move is necessary to maximize student participation at all levels. The coach and Athletic Director must further confer with the School Counselor and Principal and athlete’s parents to ensure the student’s readiness to play at an advanced level.

On the rare occasion that middle school athletes are brought up to the junior varsity or varsity level, the procedure outlined in JJI-R will be followed. In the event that any of the steps in the procedure are not followed, the student will be determined to be ineligible to move up and there is no appeal.

In the event that a team does not have a delineated middle school team, or delineated junior varsity and varsity teams, all members of the Jr./Sr. High School student body may participate.

Middle School Student-Athlete Participation at the High School Level

PROCEDURE FOR EIGHTH GRADE STUDENTS PARTICIPATING ON VARSITY TEAMS

The following procedure will be followed regarding an eighth (8th) grade student participating on a varsity team. Whenever there is a Middle School or Junior Varsity team in any sport, it is the exception rather than the rule for any eighth (8th) grade student to play at the Varsity level. Before any student-athlete does practice or participate in a game at an upper level, the following procedures will be followed.

1. The coaching staff, under the supervision of the head coach will have determined that the move is in the best interest of all concerned. Some considerations should be:
 - a. Will the student-athlete be able to handle the situations not only physically, but socially and emotionally as well? Request input from the Guidance Department.
 - b. Will the student-athlete be given adequate playing time? A move will not be permitted for the younger player to sit on the bench.
 - c. Will the move be in the best interests of both teams?
2. The coach requesting the move or the head coach must obtain the Athletic Director’s and the Principal’s approval in writing.
3. The Athletic Director will then discuss the situation with the student-athlete’s parents/guardian and obtain in writing their permission to meet with the student-athlete.
4. The Athletic Director will then meet with the student-athlete.

5. Finally the MOVE-UP REQUEST FORM will be signed by the Athletic Director indicating all steps have been completed. No movement of players will occur before the completed MOVE-UP REQUEST FORM has been returned to the Principal with all signatures.

With adequate participation, the following interscholastic sports offered at Granby Jr/Sr High School are:

FALL SPORTS

E-Sports: Begins early Fall

Unified Basketball: Begins late Fall

Field Hockey: 9-12 only (Co-op w/South Hadley)

Volleyball: Girls JV & Varsity

Cross Country: Boys and Girls Varsity, Co-op with South Hadley (Granby is host school)

Soccer: JV, Varsity Boys & Girls

***Football:** Varsity & JV (Co-Op w/Amherst Regional High School)

WINTER SPORTS

Swimming: B/G Grades 8-12 only (Co-op w/South Hadley and Holyoke High School, hosted at Holyoke HS)

Basketball: JV, Varsity Boys and Girls

Cheerleading: JV and Varsity

Hockey: Co-Op w/Chicopee High/Comp/PVCICS

Wrestling: V, JV Co-Op w/ PVCICS, (Granby is host school)

SPRING SPORTS

Boys Volleyball: Varsity and JV

E-Sports: Begins early Spring

Baseball: JV and Varsity

Lacrosse: Varsity only Boys and Girls

Softball: JV and Varsity

***Registration for ALL sports will now be available online through Family ID. Access Family ID under Athletics on our GJSHS website.**

*All 7th, 9th, 11th grade students and transfer students MUST complete the concussion training prior to the start of the sports season. Click the [link](#) to access the test. Click athlete testing in the upper right hand corner, then follow the steps to log in. Username and password is GranbyRams for both, then create your own log in account. This is typically the first initial and last name.

For example: ajordan

ELIGIBILITY POLICY FOR ATHLETICS and ACTIVITIES

This Policy applies to members of sports' teams, co-curricular activities, class officers and other representatives of the school. All MIAA (Massachusetts Interscholastic Athletic Association) rules also apply.

Attendance Eligibility

All participants must be in attendance on the school day of the activity or the day prior to an activity on a non-school day unless granted permission by the Principal or Athletic Director. "Attendance" means the student is present for at least 75% of the school day. If a student is present less than 75%, he/she will be ineligible for athletic competition, practice or co-curricular participation on that day. Co-curricular activities are those that happen in addition to the regular classroom including, but not limited to, field trips, clubs, athletic teams, school plays, dances, etc.

Academic Eligibility

A student must obtain a passing grade (60 or above) for all of their courses during the last marking period preceding participation in a sport or activity for winter and spring seasons. For participation in the fall season students must have obtained a passing final average (60 or above) for all of their year long and semester 2 courses during the previous school year.

1. To be eligible all students must be taking the equivalent course load of a full-time student.
2. A student must obtain, during the last marking period preceding participation in a sport or activity, a passing grade (60 or above) for the final average where applicable. This requirement applies to all subjects. Eligibility cannot be reinstated through remedial study outside of Granby Jr./Sr. High School. That is, individuals who are ineligible for fall participation as a result of failing grades received during the 1Q, 2Q, 3Q, and final-of the preceding academic year, cannot become eligible until the posting of grades for marking period one. The

academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that marking period have been issued.

Required Tutoring: A student-athlete must maintain a 70 in each of the four academic core courses during their current season in order to participate in practices/games. Student-Athletes will be expected to complete their weekly grade sheet and submit to the Athletic Director on Fridays of each week. The Athletic Director will review grade sheets and determine whether or not tutoring is required. If tutoring is required, the student-athlete must attend the session(s) as assigned by the Athletic Director. Tutoring sessions will be offered two times per week. Once the tutoring session is over, the student will receive a pass to attend their practice and/or game. All tutoring sessions will be documented by the athletic department. Failure to attend an assigned tutoring session will be grounds for ineligibility.

*Athletes will not be penalized for missed practice time due to tutoring.

Academic Waiver

In the event that a student does not meet the current academic requirements, they would be eligible to apply for a waiver.

Limitations:

- Students are eligible to receive **one** academic waiver in middle school and **one** academic waiver in high school for athletic or co-curricular activities. This waiver will be limited to **one failing grade per waiver**
- Sports' waivers would last for the current or following season.
- Co-curricular waivers would last for the following quarter.

If granted, students would be placed on academic probation.

- The guidance department will monitor academic probation utilizing weekly reports.
- Two consecutive unsatisfactory, weekly reports, in any course, would nullify the waiver.

Waiver Committee:

The waiver committee would include five members:

- The Principal
- The Athletic Director
- Two of the four teachers who had the student during the time in which the academic failure occurred; the teacher issuing the failing grade will be requested first, but have the right to decline. Two of the other three teachers must voluntarily agree to represent the teachers on the committee.
- One teacher (or more) from the staff at large, chosen by lottery, from those who volunteer, in order to total five members.
- Decision of the committee would be determined by majority. Those students who transfer into Granby Jr/Sr High School will be considered eligible for the first quarter in which they are enrolled in the Granby Public Schools. After completion of one full quarter, the academic requirements will take effect.

Complaints/Concerns - Athletics

If a student or parent has a concern/complaint regarding some aspect of the athletic program, the concern/complaint should be put in writing and follow this procedure:

1. See the Coach - if not resolved, then
2. See the Athletic Director - if not resolved, then
3. See the Principal, if not resolved, then
4. See the Superintendent/School Committee

Participation Statement

All students have the opportunity to try out for the various athletic teams available. All potential student-athletes are responsible for completing all necessary paperwork and obtaining a physical. No student will be allowed to participate until all forms are completed.

Chemical Health

All students must observe sound health and training rules. The [MIAA Handbook](#) section 62.1 states the following:

CHEMICAL HEALTH RULE 62: Student (and Coach) Eligibility: Chemical Health/Alcohol/Drugs/Tobacco 62.1 From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, VAP pens & all similar devices); marijuana (including synthetic); steroids; drug paraphernalia; or any controlled substance. This policy includes products such as "NA or near beer," inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the

purposes of altering one's mental state. It is not a violation for a student to be in possession of a defined drug specifically prescribed for the student's own use by his/her doctor. This MIAA statewide minimum standard is not intended to render "guilt by association", e.g. many student athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements.

If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

Minimum PENALTIES:

***First violation:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests (regular season and tournament) totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. During the suspension the disqualified student may not be in uniform and his/her attendance at the competition site is determined by the high school principal. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

***Second and subsequent violations:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests (regular season and tournament) totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

Athletic User Fees:

The cost of sports' participation in Granby athletic programs is \$150 per sport. Families who have more than one child playing sports in the same season will pay a reduced fee that will be automatically applied on Family ID. The cost of co-operative programs is based upon the total cost of the program and the total number of participants. See appendix for complete policy pertaining to co-operative programs. See School Committee policy for any co-operative program started after 6/03. Any individual needing financial assistance should see the Athletic Director or Principal.

NCAA Academic Eligibility Requirements

Student-athletes interested in participating in a college [Division I](#) or [Division II](#) athletic program must make sure that they fulfill all NCAA academic eligibility requirements ([NCAA Eligibility Center](#)).

Hazing

No organization shall conduct any method of initiation which endangers the physical or mental health of any student. See Appendix regarding hazing.

CODE OF DISCIPLINE

ABOUT RULES AND REGULATIONS

Every group must have certain rules by which it exists. Granby students are here to participate in the process of education as they grow intellectually, socially, and physically to mature into well rounded citizens.

So that we can properly encourage this growth, a set of rules and regulations has been established. They are not meant to be restrictive but are designed to foster good citizenship and to allow the student body the opportunity to achieve its educational goals.

Unfortunately, some students indulge in anti-social and disruptive conduct which may hinder their own education and infringe upon the educational rights of their classmates. All students in the Granby School District have the right to an education that will foster development to their maximum potential. Given this right, any student whose conduct disrupts the educational process may be subject to suspension or other disciplinary action.

Cases of unacceptable conduct will be judged, as far as possible, on individual merits. The following list (but not limited to) are examples of interventions or consequences available to school authorities to maintain a desirable educational atmosphere: student conference, notification of student's behavior to the parent, parental conference, loss of privileges, probationary status, exclusion from school activities, detentions, lunch detention, peer mediation, In-house Alternative Program, Saturday School, community service, suspensions, prosecution in court, and expulsion.

Not all issues can be outlined in this handbook. Items listed are for the purpose of example and administration reserves the right to administer consequences as deemed appropriate for the situation.

School rules apply at school and all school-related activities and functions such as dances, field trips, etc.

CLASSROOM RETENTION AND REMOVAL PRACTICES

Types of Behavior Concerns:

Tier 1: Should be handled in the classroom and/or referred to school counselors or school social workers if there are significant concerns.

Tier 2: Should be handled in classroom with administrator notification and support if/when needed

Tier 3: Immediate referral to administrator for consequences and intervention

Tier 1 Behavior Concerns	Tier 2 Behavior Violations	Tier 3 Behavior Violations
<ul style="list-style-type: none"> • Tardiness • Unprepared for class/lack of materials • Refusal to do work (i.e. head down) • Emotional distress • Personal electronics violation (See electronics policy) • Out on pass for extended time 	<ul style="list-style-type: none"> • Chronic tardiness to class must be documented and communicated to administration • Occasionally does not comply with classroom rules, norms, procedures • Inconsistently responds to directives, questions, requests • Consistently does not work cooperatively in small and large groups • Makes excessive, distracting, or disruptive movements or noises • Initiates or joins in "side bar" conversations, interrupting, blurting out, and talking out of turn • Occasional incidents of arguing, refusal or talking back 	<ul style="list-style-type: none"> • Chronic Tier 1 or 2 behaviors for which teacher has made 3 attempts in one class period to regulate without change in behavior • Persistent confrontational and aggressive arguing, refusal, or back talk. • Self-destructive comments or behavior (do not send student out without supervision) • Verbal aggression against school personnel: name calling, profanity, insults, offensive language, threatening language • Unsafe outburst, or rage • Leaves the classroom without permission • Drugs • Weapons

Proactive Strategies	Responsive Strategies
<ul style="list-style-type: none"> • Build relationships • Clear expectations, classroom behavior norms • Positive directives • Practice desired behaviors • Visual prompts and cues • Incentive plan/procedure • When a student is back on track, acknowledge and praise • Positive attention to students complying with desired behavior • Teach and practice desired behaviors with students • "Catch" and publicly recognize students doing well • Communicate positive news to parent/guardian • Referral to Student Support Suite 	<ul style="list-style-type: none"> • Stern look • Physical proximity • 1:1 Private conversation, in or outside of class • Move seat • Postpone and revisit • Contact parents • Talk to other teachers who have that student • Don't give attention to disruptive attention-seekers • Referral to administration/Student Support Suite for behavior concerns/violations

*All actions taken should be documented by the teacher and/or administrator. Administrators may request documentation of strategies that have been attempted by classroom teaching.

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H^{1/2} or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;
- g) Depending upon the severity of the conduct, a report may be made to the Granby Police Department. A student and/or parent/guardian may not require the Principal to remove reports of disciplinary incidents, including criminal acts with which the student was charged or conduct for which the student was suspended, from the student's school file or records, pursuant to M.G.L. Ch. 71 § 37H and § 37H ^{1/2}.

LEGAL REFS.: M.G.L. 71:37H; 71:37H ^{1/2}

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

STUDENT DISCIPLINE

The Granby School District adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws, Chapter [71, §§37H, 37 H^{1/2}](#) and [37 H ^{3/4}](#) and [603 CMR 53.00 et seq.](#) Unless the misconduct falls under M.G.L., c. [71, §37H](#) or [§37 H^{1/2}](#) (described below), the following procedures shall apply for in-school suspensions and out-of-school suspensions (including emergency removals, short-term suspensions, and long-term suspensions).

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct. Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents. Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

SUSPENSION

In every case of student misconduct for which suspension may be imposed a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have

been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

SOCIAL SUSPENSION

A student under Social Suspension will attend school but is not allowed to attend any school functions for the duration of the social suspension. This would include sporting events, dances, field trips, assemblies, etc. as deemed appropriate in regard to the offense.

GENERAL REQUIREMENTS PRIOR TO SUSPENSION UNDER M.G.L. CHAPTER 71, §37H^{3/4}

A student may not be suspended under M.G.L. Chapter 71, §37H^{3/4}, unless one or more of the following apply:

- A. Alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents.
- B. There are documented specific reasons why alternative remedies are unsuitable or counterproductive.
- C. The situation is such that the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. A Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law.

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

- **Possession of a dangerous weapon, possession of a controlled substance, or assault of staff**
A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of

the school. A dangerous weapon is defined as any knife, firearm, fireworks, explosive or flammable devices, any device with metallic spikes, points or studs, as well as any instrument such as an ice pick, screw driver, bullets, ammunition, and similar instruments which can be used to inflict bodily injury on another person. A controlled substance as defined in Chapter 94C includes, but is not limited to, marijuana, cocaine, and heroin.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

- **Felony complaint or issuance of felony delinquency complaint**

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

- **Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency**

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging

such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information. For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

STUDENT SUSPENSION AND EXPULSION DATA COLLECTION AND REPORTING

The District shall collect and annually report data to the Department regarding in-school suspensions, short-term and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of-school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

Re-Entry Process:

Any student returning from a suspension, risk assessment, or hospitalization must be accompanied by one parent/guardian and expected to attend a re-entry meeting with administrative staff; including a school social worker and school counselor prior to re-entering at Granby Jr/Sr High School.

Discipline for Students with Disabilities Students Identified as Having Special Needs

All students are expected to meet the requirements for behavior as set forth in this handbook. 603 CMR requires that additional provisions be made for students who have been found by an evaluation TEAM to have a disability and whose program is described in an Individualized Educational Plan (IEP). The following additional requirements apply to the discipline of these students:

1. Any modifications to the discipline code for a disabled student will be described in the student's IEP.
2. The Principal (or designee) will notify the Pupil Services Office of the suspended offense of a student with disabilities, and a record will be kept of such notices.
3. When it is known that the suspension(s) of a student with disabilities will accumulate to 10 days in a school year, a review of the IEP will be held to determine the appropriateness of the student's placement or program. The TEAM will make a finding as to the relationship between the student's misconduct and his/her disability and with parent/guardian approval will:
 - a. design a modified program for the student or;
 - b. write an amendment to provide for the delivery of special education services during the suspension of any needed modification of the IEP relative to discipline code expectations. In addition, the Department of Education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

Copies of the Regulations and Parents' Rights brochure, which addresses the discipline of students with disabilities, are available in the Pupil Services Office.

4. If prior to the disciplinary action, the school had knowledge that the student may be a student with a disability, then the school makes all protections available to the student until and unless the student is subsequently determined not to be eligible. Prior knowledge consists of:
 - a. The parent had expressed concern in writing to administrative personnel or the child's teacher.

- b. The parent had requested an evaluation.
- c. The teacher expressed specific concerns about a pattern of behavior directly to the Director of Pupil Services or Principal.

The exception to this is if the parent has not allowed an evaluation in the past or has refused services, or if a determination was already made that the child was not eligible.

- 5. If the student's parent requests an evaluation subsequent to the disciplinary action, the school will conduct an expedited evaluation to determine eligibility.

Students Identified as Having a Disability and on a Section 504 Plan

Students are expected to meet the expectations for behavior identified in this handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more cumulative days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The students' 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

- 1. Is the misconduct the result of failure to implement the students' 504 plan?
- 2. Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

Procedural Requirements for Students Not Yet Determined to be Eligible for Special Education

If prior to disciplinary action, there is knowledge that the student(s) involved may have a disability, then all protections consistent with special education must be made available to the student(s). If the school administrator has no reason to consider the student(s) disabled but the parent requests an evaluation subsequent to the disciplinary action, there must be an expedited evaluation to determine eligibility. The school administration will notify the Student Services staff of a suspension offense of a special need student. If it appears that the suspension(s) will exceed ten cumulative days in a school year, an IEP review will be held to determine if a causal relationship exists between the misconduct and a student's handicapping condition. The team may design a modified program for the student, amend the IEP, or notify the Department of Education as needed.

HIGH SCHOOL/ MIDDLE SCHOOL DISCIPLINE SYSTEM

Students will be assigned disciplinary consequences for violations of school rules and policies. The level of disciplinary consequences will be at the discretion of the Administration. However, due consideration will be given by the Administration as to the level of severity of the infraction and the corresponding severity of the penalty imposed. The Administrations will consider factors such as frequency of prior infractions and the student's standing in the school before rendering such decisions.

Students will be given at least a 24 hour notice prior to having to serve the detention. Permission to postpone detention may only be granted by the Assistant Principal or Principal. Failure to serve detention will result in further consequences.

All of the following consequences for the offenses mentioned are considered MINIMAL. Students may receive a more severe penalty depending on the severity of the problem, the record of past behavior, and the scope of the incident in light of the orderly operation of the school.

Also, this list is not meant to be all-inclusive; teachers and administration do reserve their rights to deal with unique situations as they occur. The principal, at his/her discretion, as the result of a disciplinary event, may exclude a student from graduation ceremonies.

CIVIL RIGHTS VIOLATIONS - MEMORANDUM OF UNDERSTANDING *The Granby School Committee and administration of the Granby Public Schools have established a positive and cooperative working relationship with the District Attorney and the Granby Police Department for the reporting and investigation of civil rights violations and other crimes which may occur within the Granby Public Schools. The "Student Handbook" recognizes, by specific reference or by general definition, conduct which is in violation of not only the "Student Handbook" but also of the criminal statutes of the Commonwealth. Whenever the offenses are deemed appropriate they will be reported to the*

Granby Police Dept., who will conduct an investigation and take appropriate action. (The full “Memorandum of Understanding” is available in the Principal’s office, the Superintendent’s office, or the school library).

Canine Searches

The Granby Public Schools has formed a partnership with the Granby Police Department and uses other resources to perform searches of the building, classrooms, lockers, parking lots, and school grounds. These unannounced searches may occur at anytime.

****Below is an outline of possible disciplinary consequences—it is not a complete list of all possible infractions. Administration has the right to use discretion depending on the violation and will consider each disciplinary infraction on an individual basis. Progressive discipline will be used for chronic offenders. This could include additional alternative discipline. The administrative staff will make every effort to contact home regarding disciplinary concerns.***

Community Service- Held afterschool as assigned by Administration.

Saturday School-held on one Saturday from 9:00am-11:00am, supervised by a staff member.

Detention-1 hour after school held from 2:00-3:00pm. Students are to report to the main office.

Lunch Detention-held during the students assigned lunch in the Student Support Suite.

Offense	1 st Offense	Additional Offense
<p>Leaving School Grounds – leaving the building or school grounds without permission of the administration</p>	<p>Community Service</p> <p>Saturday School</p>	<p>Saturday School</p> <p>Internal/External Suspension</p>
<p>Obscene language/behavior directed at any student/staff member, including gestures, slurs, and derogatory language.</p>	<p>Phone call home</p> <p>Community Service</p> <p>Referral to in-House</p> <p>Educational Assignment</p>	<p>Saturday School</p> <p>Internal/External Suspension</p>
<p>Hateful speech, and propaganda, which may be considered a hate crime.</p>	<p>Phone call home</p> <p>Community Service</p> <p>Referral to in-House</p> <p>Educational Assignment</p>	<p>Saturday School</p> <p>Internal/External Suspension</p>

	Reported to Granby Police Department	
Insubordination – deliberate refusal to follow the instructions or directions of a staff member/administrator	Community Service Referral to in-House	Saturday School Internal/External Suspension
Harassment directed at any student/ staff member (that does not meet the bullying threshold)	Community Service Referral to in-House	Saturday School Internal/External Suspension
Overt Safety Violation – deliberate violation of safety procedures for any particular school environment (This includes traffic violations on school grounds, shooting paper clips, ***lab safety violation, etc...)	Community Service Referral to in-House	Referral to In-House Internal/External Suspension
Vandalism – Intentional damage to or destruction of school property or the property of others; includes graffiti	Community Service AND restitution for damages. Referral to in-House	Saturday School Up to 5 days Suspension AND restitution for damages. Internal/external suspension
Taking lunch without paying for it	Community Services and Restitution	Internal/External suspension
Throwing Food	Community Service	Internal/External suspension
Public Displays of Affection	Warning	Community Service Internal/External suspension
Bus Misconduct	Warning Community Service	Saturday School Repeated offenses will result in the suspension of riding privileges from 1 week through the rest of the year

Disrespect / Insolence Blatant Disrespect directed towards a staff member	Community Service Internal/External suspension	Saturday School Internal/External suspension
Disruptive Behavior in Class Disorderly Conduct	Community Service Saturday School	Saturday School Internal/External suspension
Failure to sign in and out of school	Warning	Community Service
Academic Dishonesty Forgery / alteration of school documents	Community Service Internal/External suspension	Saturday School Internal/External suspension
Inappropriate Attire	Warning / Reprimand *Change of clothes required *Contact parent/guardian	Community Service *Change of clothes required. *Contact parent
Possession/distribution of pornographic material	Confiscation of material Internal/External suspension SRO contact	
Larceny – the unlawful taking of another’s property, or in receipt of stolen property	Internal/External suspension SRO contact Restitution for any and all damages *Re-Entry meeting w/administration	
Hazing – any conduct or method of initiation into a student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. (See appendix for a copy of the law)	Internal/External suspension *Re-Entry meeting w/administration	

Physical Altercation, Minor (pushing, shoving, slapping)	Contact Home Mediation SRO Contact	Saturday School Internal/External suspension SRO Contact *Re-Entry meeting w/administration
Fighting (Mutual)	Contact Home Mediation SRO Contact	Saturday School Internal/External suspension SRO Contact *Re-Entry meeting w/administration
Threat/Intimidation	Contact Home Mediation SRO Contact	Saturday School Internal/External suspension SRO Contact
Possession of Dangerous Weapons	Long term suspension and/or expulsion from school in accordance with Massachusetts General Laws Chapter 71, Section 37H. SRO Contact.	
Setting off a False Fire Alarm	Contact Home SRO Contact	
Arson – setting a fire	Long term suspension Police and Fire Departments will be notified and criminal charges pressed.	
Truancy	Warning Community Service Loss of Parking privileges *Contact home Meeting w/administration	File Child Requiring Assistance
Attendance Policy violation: Skipping Class	Community Service and no credit for makeup work	Internal/External suspension

<p>Attendance Policy violation:</p> <p>Tardy to class</p>	<p>Teacher detention</p> <p>Referral to office</p> <p>Communication Home</p>	<p>Loss of credit for the class</p> <p>Community Service</p>
<p>Tardy to school</p>	<p>See "Tardy to School" policy above</p>	
<p>Inappropriate/Obscene Electronic Communication</p> <p>Using social media to threaten/harass students</p>	<p>Loss of phone</p> <p>*Contact home</p> <p>Meeting w/administration</p>	<p>Saturday School</p> <p>Internal/External suspension</p> <p>SRO Contact</p>
<p>Sexual Offenses: Including lewd behavior, Indecent Exposure</p>	<p>*Contact home</p>	<p>Saturday School</p> <p>Internal/External suspension</p> <p>SRO Contact</p> <p>Re-entry meeting w/administration</p>
<p>Sexual Harassment</p> <p>Unwanted comments directed at a person</p> <p>Pantsing another student</p>	<p>SRO Contact</p> <p>*Contact home</p>	<p>Saturday School</p> <p>Internal/External suspension</p> <p>SRO Contact</p> <p>Re-entry meeting w/administration</p>
<p>Disruptive to Academic Setting</p>	<p>Sent to the Student Support Suite</p> <p>Lunch detention</p> <p>Community Service</p> <p>Sport Suspension from game</p> <p>Phone Call home</p>	<p>Saturday School</p>
<p>Alcoholic Beverages & Drugs: use, possession, under the influence of.</p>	<p>External Suspension and/or</p> <p>SRO Contact</p>	<p>Internal/External suspension</p> <p>SRO Contact</p> <p>Re-entry meeting w/administration</p>

		*Re-Entry meeting w/administration
Alcoholic Beverages & Drugs: Selling / distribution of.	Internal/External suspension SRO Contact	Internal/External suspension SRO Contact *Re-Entry meeting w/administration
Possession of/use of tobacco products, smoking paraphernalia, electronic cigarettes, vape/dab pens and jules.	Internal/External suspension Vape Educate Class Parent contact Notification to the Athletic Director (MIAA regulations will apply to athletes)	Internal/External suspension Parent conference Notification to the Athletic Director (MIAA regulations will apply to athletes)

Student Support Suite (SSS)

The SSS is located in the guidance suite within the school that provides a student the opportunity to take responsibility for his/her actions and repair the harm caused to the victim(s) and school community. Students who violate school rules or conduct codes will be directed to the SSS. At the SSS, students will begin the restorative process by discussing with a faculty member the reason for being sent from class. Student's will be given the opportunity to discuss the incident, determine who was affected, identify alternative solutions to violating school rules and determine a plan to repair his/her wrong doing. After processing the incident, students will be required to return to class. If students are unable to return to class, they will continue their class work inside the student support suite. Students may be assigned to the student support suite as an in-house alternative to external suspension at the discretion of the Administration. Students will be given class assignments and are expected to work the full day. Lunch will also be taken in the student support suite.

Time spent within In-House Alternative Program, or the Student Support Suite, may include, but is not limited to:

- Counseling regarding exhibited behaviors
- Peer mediation if appropriate
- Restorative circles w/classmates or teachers
- Work on assignments provided by classroom teachers
- Seclusion from peers
- No phone/music/electronic devices
- With Administration, creation of a behavior plan

Student Support Team

Purpose

The Student Support Team (SST) is designed to assist educators with students who may need academic, behavior and/or social emotional support beyond what is being provided to all students (Tier I). There are many reasons why some students will need supports beyond what is being offered to their peers in order to meet their potential.

Educators regularly implement interventions, such as moving seats, contacting parents, conferring with a student, providing extended time to complete an assignment, etc., in order to support student success. The SST is the “next step” for educators when these types of intervention have proven to be ineffective. The SST’s primary function is routine, structured problem solving in conjunction with educators requesting assistance, and the resolution of student-centered problems.

SST Core Members

Alison Jordan, Principal

Juan Rodriguez, Interim Assistant Principal

Sarah Bierden, School Counselor 10-12

Brian Cipoletta, School Counselor 7-9

Jessica Roy, Social Worker

Charlene Korza, Social Worker

Karen Szlosek, School Nurse

The SST will gather information from a variety of resources throughout the process. Educators, especially the person making the referral, parents, students and others may be invited to an SST meeting to design a support plan if the team decides that is appropriate.

**Granby Public Schools
Bullying Prevention and Intervention Plan**

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Appendix: Bullying Allegation Report Form

PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyber bullying, are prohibited on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or program

I. NEEDS ASSESSMENT

The Granby Public Schools will periodically assess the needs of the District by: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses). Information will be gathered through analyzing the Incident Report Forms completed for the prior year as well as surveying students and staff. This information will help to identify patterns of behaviors and areas of concern, and to help the District make informed decisions about prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and

in-school support services. A task force will meet annually to review the effectiveness of the plan and make adjustments based on data gathered at each school, as well as to discuss the latest up-to-date research on ways to prevent bullying.

At least once every four years beginning with 2017/2018 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

The following are responsible for the implementation and oversight of the plan:

The Building Principal, in consultation with the Superintendent and various school staff, is responsible for: 1) receiving reports on bullying; 2) collecting and analyzing building-and/or-school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and 4) planning supports that respond to the needs of targets and aggressors; 5) designating key staff to be in charge of implementation of the plan; 6) and amending student and staff handbooks and codes of conduct.

The Superintendent, in consultation with the Building Principals, is responsible for: 1) planning for the ongoing professional development that is required by the law; 2) choosing and implementing the curricula that the school or district will use; 3) leading the parent or family engagement efforts and drafting parent information materials; and 4) reviewing and updating the Plan each year, or more frequently.

The School Committee, in consultation with the Superintendent, is responsible for developing new or revising current policies and protocols under the Plan, including an Internet safety policy.

II. PRIORITY STATEMENT

The Granby Public School District expects that all members of the school community are committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior.

The Granby Public Schools recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

III. DEFINITIONS

Aggressor is a student or staff member who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. Causes physical or emotional harm to the target or damage to the target's property.
2. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property.
3. Creates a hostile environment at school for the target.
4. Infringes on the rights of the target at school.
5. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Cyber-harassment is defined as any willful and repeated harm inflicted through, but not limited to, Web pages, social networking sites, emails, instant messages or text messages using computers, cell phones and other electronic devices which is motivated by target individual or individuals membership in a protected group, whether real or perceived.

Harassment is defined as unwelcome, intentional, unprovoked discriminatory behavior, toward an individual or individuals, motivated by membership (real or perceived) in a protected category including: race, color, religion, ethnicity/natural origin, disability, gender, gender identity, sexual orientation and age.

Hazing is defined as any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Sexual harassment is defined in Massachusetts as; sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions or decisions regarding student evaluation or participation in school programs or activities; or such advances, request or conduct have the purpose or effect of unreasonably interfering with an individual's work or school performance by creating an intimidating, hostile, humiliating or sexually offensive environment.

Sexual Assault is defined as sexual touching that is unwanted and offensive. Refer to MGL; Chapter 265, section 13H, 13B, 13F, and 13B 1/2. All allegations of sexual assault will be referred immediately to the District Attorney's office via the Granby Public Department.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, and advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

IV. PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION.

Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The requirement to report to the principal does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. Reports can be made using an Incident Reporting Form located in the main office, counselor's offices, and the nurse's office. Forms can also be downloaded off the school's web site. Use of an Incident Reporting Form is not required as a condition of making a report. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Reports may be made via the bullying hotline by calling 413-467-7520 or by email reportbullying@granbyschoolsma.net. Reports should include specific details of the bullying behavior as well as the name of the alleged aggressor(s), date/time, location, and names of witnesses or bystanders. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Reports may be made to any district staff who will then report to one of the following:

At Granby Jr/Sr High School:

- Alison Jordan, Principal
- Juan A. Rodriguez, Interim Assistant Principal
- Sarah Bierden, School Counselor
- Brian Cipoletta, School Counselor
- Charlene Korza, School Social Worker
- Jessica Roy, School Social Worker

Responding to a Report of Bullying or Retaliation:

Safety

Before fully investigating the allegations of bullying or retaliation, the principal will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Investigation

The principal or designee will investigate all reports of bullying or retaliation; and in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. The investigation should be completed within one to five school days.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, or other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent possible, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

All allegations of sexual assault will be referred immediately to the District Attorney's office via the Granby Police Department.

Determinations

The principal will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

The principal will:

1) Determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

If the principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

The principal will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal will work with appropriate school staff to implement them immediately.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination (<http://www.doe.mass.edu/pqa/prs/>).

Obligations to Notify Others:

- **Notice to Parents or Guardians.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- **Notice to Another School or District.** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- **Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

V. ACCESS TO RESOURCES AND SERVICES

Counseling and Other Services Include

- School Adjustment Counselors/Social Workers
- School Counselors
- School Resource Officer
- Nurse and Nurse Leader
- Support groups offered in school for identified students
- Immediate response to identified incidences/crisis
- Counseling staff available for immediate family support services
- Counseling staff can make referrals to outside support services for family members of the involved students
- Structured Learning Center, the district contracts for additional therapeutic/behavior supports and case management.

Referral to Outside Services

If school counselors assess the student's need for counseling is greater than what can be provided in the school setting, counselors will work with students and family to identify outside resources. Counseling staff will inform families of available resources through email or phone contact as appropriate. Referrals may include the following:

- Emergency/Crisis team (Clinical and Support Options)
- Service Net
- Child and Family Services
- Private Practitioners
- Educational services through the District Attorney's Office
- Intensive Care Coordination
- River Valley Counseling
- Bridge Family Resource Center

Students with Disabilities

When the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. These may include among other things, social skills training, a functional behavioral assessment, or a behavior plan.

Procedural requirements applied to students not yet determined to be eligible for special education

- If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible.

The district may be considered to have prior knowledge if:

- The parent had expressed concern in writing; or
- The parent had requested an evaluation; or
- District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
- The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
- If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
- If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

VI. STUDENT PREVENTION PROGRAMS AND ACTIVITIES

Specific Bullying Prevention Approaches

Classroom Approaches

- Peacebuilders K-6
- PBIS (K-6)
- Building relationships
- Defining clear expectations
- Educating students on bullying and its impact
- Restorative practices

Whole School Approaches

- High teacher visibility in hallways, at lunches, at recess, and before and after school
- Small class sizes
- Responsive Classroom K-6
- Building Support Teams/Child Study Teams
- Middle School Team meetings
- Lunch buddies
- Infusion of bullying topics and internet safety into curriculum at all levels.
- Health curriculum supports social/emotional learning
- Student Support Suite
- Peer-to-peer mentoring
- Bridge Resource Class
- Providing information to parents

Focused Strategies for Bullying Prevention and Social Skills Strategies

- Use of behavior modification plans, as needed
- Second Step
- Individual Counseling sessions, as needed
- Outside Contracted Vendors to Provide Social Skills Training, as needed
- Individual student safety plans

VII. STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

Annual Training on the Plan

Annual training for all school staff including teachers, paraprofessionals, kitchen staff, custodians, secretarial staff, administrators and bus drivers will occur within the first 30 days of each school year. Training will include staff duties under the plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to complete training within 30 days of hire. At the start of each school year, the building principal or his or her designee will review the student-related sections of the Bullying Prevention and Intervention Plan with all students.

Ongoing Professional Development

Ongoing professional development will occur at various faculty meetings, in-service days throughout the school year. The professional development will focus on the following topics:

- Developmentally (or age-) appropriate strategies to prevent bullying.
- Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents.
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying.
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment.
- Information on the incidence and nature of cyber bullying.
- Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEP's). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Written Notice to Staff

The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school employee handbook and the code of conduct. Staff will sign off on all training received and copies of training records will be maintained in the Superintendent's Office.

VIII. COLLABORATION WITH FAMILIES

Parent Education and Resources

The school district will review annually for parents and guardians the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. This will be done at the Open House in the fall.

Notification Requirements

Each year the school district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used, including information about the dynamics of bullying, including cyber-bullying and online safety. The school or district will include in the student handbook, the student-related sections of the Plan and the school's Internet safety policy. The school or district will post the plan on its website.

IX. PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the plan covers the behavior.

**GRANBY PUBLIC SCHOOLS
BULLYING ALLEGATION FORM**

1. Name of Reporter/Person Filing the Report: *This line may be left blank if an anonymous report is being made*

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a:

Student Staff member (specify role) _____

Parent Administrator Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ **Grade:** _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ • Student • Staff • Other _____

Name: _____ • Student • Staff • Other _____

Name: _____ • Student • Staff • Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

ACADEMIC DISHONESTY

A. **Plagiarism** refers to a form of cheating that has been defined as “the false assumption of authorship; the wrongful act of taking the product of another person’s mind, and presenting it as one’s own.” (Lindey, Alexander. *Plagiarism and Originality*. New York: Harper, 1952.) Any student who fails to give appropriate acknowledgement when “repeating another’s wording or particularly apt term, paraphrasing another’s argument, or presenting another’s line of thinking is guilty of plagiarism.” (Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. Fourth ed. New York: The Modern Language Association of America, 1995.)

Examples of plagiarism include but are not limited to the following:

- a. *Copying a peer’s work and presenting that work as if it is your own.*
- b. *Cutting and pasting writing from the Internet, a book, or magazine into your own paper without citing the source.*
- c. *Paraphrasing the words of another without citing your source.*
- d. *Self-Plagiarism – the author’s attempt to deceive the reader by giving no indication that the work has been recycled or when an effort has been made to disguise the original text.*

B. **Cheating** refers to using unauthorized material, copying an answer from another student’s test/quiz, communicating with another student during a test/quiz about the content of the test/quiz, obtaining the test or answer key in advance (taking material from the teacher’s desk, file, etc.), copying another student’s homework, lab reports, etc., submitting collaborative work as if it were individual work when individual work is required, submitting work from the internet as if it was an individual’s work, obtaining answers from somebody who has already taken the quiz/test, using materials and/or tools forbidden by the teacher (dictionaries, calculators, notes, etc.), using pre-programmed calculators, altering a corrected test/quiz, changing or adding answers when correcting another student’s work, changing or adding answers after finishing a test/quiz, working beyond the time allotted, accessing computer files that are off-limits, printing another’s computer file and replacing the name, copying computer files, obtaining email answers, and switching keyboards

Students who are academically dishonest must realize the seriousness of this academic offense. If it is found that a student has been academically dishonest, he/she may be subject to the following consequences:

- failure on the paper or assignment
- notification to the parent by the classroom teacher;
- referral to In-House Alternative Program

The student may also be subject to expulsion from leadership positions according to the bylaws of individual clubs and extracurricular activities (i.e. NHS, class officer, student council, team captain, etc.) The student will have access to an appeal made up of a committee composed of an impartial classroom teacher, an impartial member of the Instructional Leadership Team, and the assistant-principal. The teacher of the student would present his/her case first, and then the student would present her/his appeal. Decision of the committee would be final. This appeal must be requested within three school days of the notification of the academic offense.

Student-to-Student Harassment

Harassment of students by other students will not be tolerated in the Granby Public Schools. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities. Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion. Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when: Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s education or of a student’s participation in school

programs or activities; Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;

Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment. Harassment as described above may include, but is not limited to:

- Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment. Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

SOURCE: MASC

LEGAL REF.: M.G.L. 151B:3A

Title VII, Section 703, Civil Rights Act of 1964 as amended

BESE 603 CMR 26:00

REFS.: "Words that Hurt," American School Board Journal, September 1999, National Education Policy Network, NSBA

Conflict Resolution/Mediation: GJSHS offers mediation for students seeking assistance with conflict resolution with peers. This is offered to students when both parties agree to the mediation. The mediation can be completed in one session or may require additional sessions. Parents/Guardians are informed when mediation is taking place and will receive a letter when mediation is completed.

CHEMICAL HEALTH POLICY

Students and adults shall be barred from any school-sponsored activity if he or she has been drinking alcoholic beverages or under the influence of a controlled substance prior to his or her attendance at or participation in said school-sponsored activity.

It is the responsibility of all school staff members to forward any information they might have concerning drug or narcotic use, possession, purchase or sale, to the school administration.

Students are urged to forward any information they might have so that the health and safety of fellow students may be protected.

In order to ensure that safety, a search of a student's person may include the use of a Breathalyzer or a urinalysis drug screen when there is reasonable suspicion to believe that the student is under the influence of alcohol or a controlled substance. The refusal of a student to participate in the Breathalyzer test or urinalysis drug screen may lead to a disciplinary penalty equal to the offense of which the student is suspected.

Under the Influence of Alcohol, Drugs, or a Controlled Substance

The parent must come to school for a conference and to take the student home. Consequences could include In-House Alternative Program, suspension, community service to the school, meeting with an outside agency and/or an assessment done by an outside agency with a plan of action submitted to school.

Possession or Distribution of Alcohol, Drugs, or a Controlled Substance

The Police will be notified and the parent contacted. All contraband will be turned over to the police for criminal prosecution. In addition, under the Mass. Educational Reform Act of 1993, any student found in possession of drugs is subject to expulsion and a mandatory expulsion hearing will be held. (For more information see *Expulsion*) Consequences could include expulsion from school, suspension, community service to the school, meeting with an outside agency, and/or an assessment done by an outside agency with a plan of action (such as an in-patient or out-patient treatment program) submitted to school.

For more information on chemical health pertaining to student-athletes, see *Chemical Health* under *Athletic Policies*. For the complete school policy on tobacco, see *Tobacco Control Policy* in the appendix.

Transportation STUDENT PARKING

All students who wish to drive to school must register and pay online using Family ID. Students who fail to obtain permission prior to driving to school are subject to disciplinary action **and subject to having their vehicle towed at the vehicle owner's expense**. Driving to school is a privilege, holding with it the responsibility of following the school's driving regulations. **The parking fee is non-refundable.**

Student parking is permitted on school grounds. We ask that students adhere to the below stated terms and responsibilities in connection with obtaining authorization to use the school parking facilities.

	Parking Pass Purchase Price
Semester 1-Full Year	\$100
Semester 2- Only	\$50

- All parking fees are non-refundable. Fees must be paid in full in order to secure a parking space at the Jr/Sr High School. Once the online application is completed, students can stop by the main office to choose a parking spot and receive a sticker. The sticker must be placed on the driver's side window for easy viewing. Students are not allowed to go to their vehicle once school has started without permission from the administration.
- Students must drive safely and slowly on school property. The speed limit is ten miles per hour. Speed and/or dangerous driving on school grounds will result in the automatic suspension of parking privileges.
- All school rules apply to students while they are in their vehicle on school property, i.e., no smoking, vaping etc.in their vehicle while on school grounds.
- All cars are subject to be searched when they are parked on school property.
- Grounds for ineligibility/ dismissal from student parking may include but not limited to: truancy/ leaving school grounds without permission, excessive tardiness, motor vehicle infractions.

Grounds for ineligible/ dismissal from the student parking program-

- Truancy
- Excessive Tardiness
- Dangerous and reckless driving while on school property
- Leaving school grounds during the school day without permission
- Unauthorized use of vehicles

Students who have their parking privileges taken away will not be refunded any portion of the parking fee they paid. Administration requires a re-entry plan or intervention plan to be put in place in order for parking privileges to be reinstated. Failure to comply with said plan will result in a permanent loss of parking privileges.

BUS CONDUCT

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

Pupils transported in a school bus shall be under the authority of the school district and under control of the bus driver, a legal representative of the school. Any misbehavior which distracts the driver is a very serious hazard to the safe operation of the vehicle and, as such, jeopardizes the safety of all passengers. Disorderly conduct, insubordination, or any infraction of the rules shall be sufficient reason for the pupil to be denied the privilege of riding the bus for a short term or permanent basis. Parents/guardians are expected to provide transportation of the student during all periods of suspension of bus-riding privileges. **Administration reserves the right to deny permission for students to travel on alternate bus routes at their discretion. (i.e., over occupancy, forged notes, disciplinary concerns).**

The following rules and regulations are to serve as guidelines for students to follow:

1. While waiting at the designated bus stop, students must refrain from destructive or disturbing behavior. Stay off the traveled portions of the street or highway.
2. Students should enter the bus in an orderly fashion and go directly to a seat, remaining there until their destination has been reached. Departure from the bus should also be in an orderly fashion.
3. There shall be no littering or defacing of the bus.
4. There shall be no eating or drinking on the bus.
5. There shall be no obnoxious noise making, swearing, horseplay, throwing objects from the bus, or any other activity which will distract the driver's attention from the road.
6. Students shall keep their hands, arms, and heads inside the bus at all times.
7. In accordance with STATE LAWS, there shall be NO SMOKING on the school buses. The lighting of matches, lighters, or other inflammable devices is also prohibited. Suspensions will result from any infringement of these rules. The school tobacco policy will be the minimum consequence regarding infractions on the bus or at bus stops.
8. Students assigned to specific seats for whatever reason must remain in that assigned seat at all times. Without prior approval from the school administration, students will only be allowed to ride their assigned bus and be picked up and dropped off at their assigned stop.
9. Students shall show courtesy toward fellow passengers and the driver.
10. The emergency exits are to be used in emergency situations only, under direction from the driver. Safety equipment on any bus is not to be handled except under the driver's direction.
11. In the event of an accident, students should remain calm, following the instructions of the driver immediately and without question. If the driver is incapacitated, the older students aboard should assume charge, proceeding immediately to evacuate the bus in an orderly fashion. Make certain that no student is overlooked.
12. There shall be no throwing of objects, including snowballs, at the pickup site or on the bus.
13. No student will be allowed to leave his/her seat or stand while the bus is in motion.
14. Students will only be picked up and dropped off at their assigned stops. Students attempting to use a non-published bus stop without prior administrative approval will be subject to disciplinary action.

15. Large items such as musical instruments and golf clubs, etc. cannot be brought on the bus without permission from the school principal.
16. Skateboards are not allowed on any school bus.

BUS CARDS

When misconduct on a school bus becomes serious enough to possibly warrant loss of bus privileges, the administration shall be notified by the bus driver through the issuance of a Bus Conduct Report.

- 1st Report - Verbal/Written Warning
- 2nd Report - 3 Days Loss of Privileges
- 3rd Report - 5 Days Loss of Privileges
- 4th Report - 10 Days Loss of Privileges
- 5th Report - Exclusionary Hearing

SEAT BELT POLICY

Per state law, students driving on school property are required to wear their seatbelts.

Student Drivers in violation of this policy for the 1st time:

- Parent/Guardian will be notified
- Warning will be issued to the driver and/or passenger not wearing a seatbelt
- Safety education information will be distributed to the student

Student Drivers in violation of this policy for the 2nd time:

- Parent/Guardian will be notified
- Safety education information will be distributed to the student --1 day suspension of parking privileges for the driver

Student Drivers in violation of this policy for the 3rd time and subsequent offenses:

- 3 day suspension of parking privileges

STUDENT PUBLICATIONS

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.

The School Committee will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

The Superintendent will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution.

Review of content prior to publication is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

Students have a right to write, publish and disseminate their views on school grounds and in school buildings, except that the Superintendent may prohibit the distribution in school buildings of a specific issue or publication if it does not

comply with rules for responsible journalism. The Superintendent will require that no literature be distributed unless a copy is submitted to him/her in advance. The time, place, and manner of distribution of literature will be reasonably regulated by the Superintendent.

JUNIOR/SENIOR PRIVILEGES

Juniors/Seniors at Granby Jr./Sr. High School will be allowed to leave school grounds for lunch if they meet the criteria listed below. Any infraction of school policies will result in suspension of privileges for that individual.

- A. Each student granted junior/senior privileges must sign a release form and have their parent(s)/guardian do the same.
- B. Each student must sign out in the Main Office and must leave school grounds immediately after exiting the building. No loitering in the parking lot will be permitted.
- C. This is a privilege not a right. It can and will be revoked if misconduct occurs in the classroom or outside of it.
- D. An average of 70 must be achieved by the student in the previous marking period.
- E. Administration reserves the right to revoke junior/senior privileges at any time for failure to comply with school rules.
- F. If the student gets suspended from school, their junior/senior privilege will be revoked.
- G. A student who has been cited for a surchargeable motor vehicle offense within three (3) months of the start date of privileges will be deemed ineligible. Administration reserves the right to suspend and/or remove junior/senior privileges for unsafe operations of a motor vehicle.
- H. Privileges will be subject to weather conditions as determined by the Jr./Sr. High School Administration.
- I. Students with privileges will only be allowed to leave campus in vehicles belonging to students attending Granby Jr. / Sr. High School. Students with privileges will only be allowed to leave campus in a vehicle registered to that student or parent/guardian.
- J. A student may not accumulate more than 5 tardies to school in a semester.
- K. This privilege is not for use during Community Service, P.E. leader, and or during any other academic/instructional time.

*****Students who do not have junior/senior privileges will not be allowed to leave school during lunch.**

DRESS CODE-JICA Student Dress Code

The responsibility for the dress and appearance of the students will rest with individual students and parents. They have the right to determine how the student will dress providing that attire is not a disruption to the learning environment and complies with requirements for health and safety. The administration is authorized to take action in instances where individual dress does not meet the stated requirements. This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

Students are encouraged to dress and groom in a manner which is conducive to the learning atmosphere. The school will enforce a dress code that complies with state and town ordinances concerning health and safety and does not damage school property or substantially disrupt school activities. The type of dress, apparel, grooming or personal belongings displayed or reflected by our students shall not present a physical safety hazard to oneself, other students or other personnel.

Because of the nature of certain school activities, additional requirements may be made: for example, gym clothes may be required in physical education classes; neckties or jewelry may have to be removed or hair secured; safety glasses or shoes adequate to protect the feet may have to be worn in laboratories.

Students should refrain from wearing clothing which results in a substantial disruption to the educational process.

The following expectations for student dress have been established to promote a safe and optimum learning environment:

1. Students are not permitted to wear swimwear during the school day.
2. Underwear shall be covered at all times.
3. Students are permitted to wear hats in the hallways and cafeteria. Wearing hats or other headcovering (unless religious or otherwise necessary) in the classroom will be at the discretion of the individual classroom teacher.
4. Appropriate footwear is required and must be safe and appropriate for indoor and outdoor activity. Shoes with cleats, wheels, or spikes; socks or sock-like footwear without shoes; are not allowed.
5. Clothing must not display (1) vulgar, violence, subversive, intimidation, or sexually suggestive language or images; (2) promote or advertise products which students may not legally buy; such as alcohol, tobacco, and illegal drugs.; (3) obscene, defamatory, contains fighting words, or is disruptive; (4) comments or designs that harass, threaten, intimidate, or demean an individual or group of individuals, because of sex, color, race, religion, handicap, national origin or sexual orientation.
6. Attire which may be used as a weapon, or that may be considered dangerous to the wearer or other students is not allowed. This includes but is not limited to chains, wallet chains, choke collars, collars with leashes attached, and items with spikes or studs.
7. The wearing of sunglasses in school buildings is not permitted.
8. Clothing that can be attributed to or denote gang or group membership or affiliation will not be permitted.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person/hybrid learning until such time as they can comply with the requirement, or the requirement is lifted.

SOURCE: MASC

MISCELLANEOUS

SEARCH AND SEIZURE

Because of the need for teachers and school officials to administer discipline swiftly and informally and to maintain order and safety in schools, searches of students will happen when there is reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or school. Lockers, lab tables, desks, and other equipment and facilities provided by the Granby Public Schools for use by the students are the property of the school district and are subject to search at any time for any reason. When appropriate, the police and the use of trained animals may be used to conduct such a search.

A student's person, personal belongings and automobile, bicycle, or other form of transportation is subject to search when a staff member has reasonable suspicion to believe that the student is in possession of anything, the possession of which is a violation of the criminal law or of the disciplinary policies of the district, or the student is in possession of anything which is evidence of such criminal or disciplinary violation.

FACULTY MAILBOXES

Faculty mailboxes are private and under no circumstances is any student to remove anything or put anything in a faculty mailbox without the expressed authorization of a teacher or member of the office staff. Students are not permitted inside the staff dining room.

STUDENT PASSES

A student must have a corridor pass on his/her person when not in his/her assigned area. It is the student's obligation to obtain such a pass. Students without a pass are subject to disciplinary action.

ACCESS TO STUDENT WORK

During the course of the school year, personally identifiable student work may be seen and reviewed by third parties. For example, personally identifiable student work may be displayed on bulletin boards; at community fairs/shows; during Open House, Parent Night, and parent teacher conferences; and thus, will be seen by many different people, not just the student, the parent, and the teacher. In addition, as an instructional technique, students may be asked to edit, grade, review and/or comment on another student's work. All of this activity is part of the regular educational process and serves to benefit students. By signing the verification form (or meeting the terms of the verification form) with this handbook, the student and/or the parent and/or the guardian is hereby agreeing to the disclosure of student work as outlined in this paragraph.

GJSHS Cell Phone Procedure

All students in grades 7-12 will adhere to the following phone plan. As students enter their assigned classes, they will be required to place their cell phones in a "phone home" for the duration of the class, unless otherwise directed by the classroom teacher. This applies during "instructional" time only. At the end of the class, students may pick up their phones for use. Students will have access to their cell phones during transitions, break, and lunch.

Student's that have a medical 504 or IEP that requires the use of their phone, will be exempt from this policy.

If a student refuses to place their phone in the "phone home", the student will be subject to progressive disciplinary action, which may include permanent loss of the phone privilege in school.

****Students are not required to bring a cell phone to school. Granby Junior/Senior High School is not responsible for the security of personal cellular devices.***

SOCIAL MEDIA ACCOUNTS FOR USE IN SCHOOLS

Social Media accounts may be created by student organizations as a way to communicate information about the organization, upcoming events, etc. to the student body. Examples of online platforms may include Instagram, Twitter, and Facebook. The use of Snapchat will be prohibited. In order for students to create an account, they must hold an officer position in one of the student organizations. All student organizations, including classes (i.e. Class of 2022), accounts are considered property of the Granby Public Schools.

Process:

1. Students should consult with their advisor prior to making a request for permission to administration.
2. A proposal needs to be submitted in writing to the administration.
3. Once the proposal is reviewed, the administration will set up a meeting to discuss guidelines around social media use.

Rules:

1. The social media platform will be managed by two users, one of which will be the organization's advisor.
2. The account may only be used to communicate information.
3. The account will NOT allow posts or comments to be made from followers.
4. All posts must be approved by their advisor prior to posting.
5. Polling students will be allowed.
6. At no time should any GJSHS students be excluded for any reason.

MISCELLANEOUS ITEMS

Items that are not of an educational nature and/or could cause disruption to the educational process are not to be brought to school (i.e. water guns, laser pointers, etc.)

TELEPHONES/TELEPHONE MESSAGES

Students are not to use the phones in the main office. There is a phone available during break, lunch and after school for student use in the Conference Room in the main office.

Telephone messages usually cannot be delivered to a student without interrupting a teacher and the class. Therefore, telephone messages cannot be accepted except in emergencies, such as illness at home. **Parents are requested not to directly call or text their students.**

RULES OF THE CAFETERIA

- No cutting in line ahead of others or giving cuts.
- No throwing of food or papers around tables or cafeteria.
- Return all trays and be sure the table and the floor area are clean before you leave.
- Students are not to yell or be loud.
- Students are not to leave the cafeteria to enter other parts of the building except to use the facilities adjacent to the cafeteria.
- All food/drink must be consumed in the cafeteria, eating is not permitted in the classrooms or corridors.
- Students are to remain seated until they are dismissed from the cafeteria unless they have permission otherwise.
- Students are encouraged to recycle

CHROMEBOOKS/GUIDELINES AND RESPONSIBILITIES

Chromebook Use Policy

The use of chromebooks is an integral component of many of the classes offered at the Granby Jr./Sr. High School. In order to ensure that the Chromebooks and the network resources are operating efficiently and effectively, all students must use the Chromebooks responsibly and abide by all the rules, guidelines, policies, and any directions given by their teacher. All students will be assigned a specific Chromebook to use for educational purposes only. Families are encouraged to [purchase insurance for the Chromebooks](#) to cover any potential damages. Chromebook insurance can be purchased for **\$29**. Students are expected to abide by the following expectations:

Chromebook expectations:

1. You must use the Chromebook number assigned to you.
2. Plug in and charge student chromebook in order to be prepared for
3. Be careful and respectful with the Chromebook; no slamming, hitting, etc.
4. You are only permitted to visit sites & applications pertaining to the lesson/activity.
5. Students are responsible for charging their chromebooks at home prior to coming to school.
6. Each classroom will be equipped with additional chargers and a designated area to allow students to charge their chromebook if necessary.
7. There will be a chromebook charging station set up in the main office for students, which should only be used when the classroom chargers are not available.
8. If a student is experiencing technical difficulties, they should report to the Student Support Suite to exchange their chromebook for a loaner.
9. Students should report all chromebook malfunctions immediately to the classroom teacher and bring the chromebook to the Student Support Suite.
10. Students may only use Chromebooks for schoolwork or as directed by the appropriate teacher.
11. Students may only save work to their network account. Students must not provide their network password or access to their account to other students. Only data/files relevant to courses a student is currently enrolled in may be saved to his/her account.
12. Unless authorized by the appropriate teacher, the following are not allowed:
 - a. Modification of any hardware including the connection or disconnection of peripherals devices.

- b. Installation, modification, moving, or deletion of any files or programs on a Chromebook.
 - c. Downloading files or programs
 - d. The use of removable media such as floppy disks, CD's, or flash drives, etc.
 - e. The use of "web-based" storage locations.
 - f. The use of email.
13. Under no circumstance may a student:
- a. Access unauthorized programs or files including files in another individual's account
 - b. Do anything that adversely affects the performance of a Chromebook(s) or network
 - c. Violate any relevant law including the copying of copyrighted material, programs, or files.
 - d. Stream – Listening to sound or viewing video over the network or internet.
 - e. Attempt to bypass any security features of the network such as the internet content filter or the use of "proxy" web sites, etc.
 - f. Connect a Chromebook or related device to the network that is not already part of the network, such as a Chromebook brought from home, unless authorized in writing by the technology coordinator.
 - g. Use any type of instant/text messaging.
 - h. Access any social networking websites such as Facebook, Twitter, etc.
 - i. Each student is responsible for helping to keep all computer areas in excellent working condition. Failure to abide by the following rules may result in the student's losing his/her privilege to use the school's computers, internet, or network.
 - j. **Students should also read and observe the "Technology Acceptable Use Policy" available at the school's website www.granbyschoolsma.org**

In the event that any violation of the above requires repair, reinstallation of files/programs, or replacement of Chromebook parts, etc. the student is responsible for restitution. Any violation of the above may result in disciplinary action taken by the administration.

Lab Expectations:

1. Students must be supervised while working in the lab.
2. Students may not bring food or drink into the lab.
3. Students should place all trash in the proper receptacles; recycle when possible.
4. Students should place books in proper places, push chairs in, and make sure the work area is clean for the next class entering.
5. Unless authorized by the appropriate teacher, the following are not allowed:
 - g. Modification of any hardware including the connection or disconnection of peripherals devices.
 - h. Installation, modification, moving, or deletion of any files or programs on a Chromebook.
 - i. Downloading files or programs
 - j. The use of removable media such as flash drives, etc.
 - k. The use of "web-based" storage locations.
 - l. The use of email.

SALES AND DISTRIBUTION

Students and organizations shall not conduct sales or distribution of any articles on school grounds, at any time, without the permission of the principal.

GAMBLING

Non-sanctioned gambling is prohibited in school and on school grounds.

SKATEBOARD USE/HOVERBOARDS

Students are not to use skateboards/hoverboards on school property.

HUMAN SEXUAL ISSUES

Chapter 291 of the Acts of 1996, codified as General Laws Chapter 71, Section 32A, and referred to as the Parental Notification Law 32A requires each school to notify parents about any curriculum that primarily involves human sexual education or human sexuality issues. At Granby, those courses include Wellness/Health, Grade 7 Science, Biology I, and Biology II. As a parent, you have the right to exempt your child from any portion of that curriculum without penalty. If you wish to do so, please notify the principal in writing. All program instruction materials for such curriculum are available to parents or guardians for inspection and review. If you would like to review these materials, please call and make an appointment.

WORK PERMITS

Students residing in Granby can obtain state required work permits in the Guidance Department. All students between the ages of 14 and 18 must obtain a permit for employment purposes. For students 14 to 16 obtaining a permit requires the employer's signature and your physician's signature. When this first card is returned with the proper signatures on it, the second part of the permit will be issued. The student **MUST** be present for this part to be issued. For students 16 to 18 a permit may be obtained without any other signatures but again the student **MUST** be present when completing this form. Students 14-18 must have a work permit if they are employed by a business. Labor Laws are specific as to what jobs and hours students may work. You must have the promise of a job before you can obtain a permit since you will be asked for the name and address of your employer as well as what you have been hired to do. You may obtain a work permit from Mrs. Justin in the Guidance area between the hours of 7:45 am - 3:00 pm.

LOCKERS

Each student is assigned a locker and should not share lockers or combinations with other students. Students are encouraged and expected to use and secure lockers on a daily basis. Therefore, to safeguard the things you have in your locker, keep the combination to yourself and your locker locked at all times. The cost of a combination lock is **\$8.00**. Students may not attach personal locks to a locker.

Students who damage or vandalize lockers will be charged a fee covering full repair. If a locker is defective, the student should report it to the Assistant Principal's Office.

The lockers are not intended for the storage of valuable personal items other than clothing and books. The school is not responsible for the loss of items from the locker.

LOST OR STOLEN ITEMS

Lost or stolen books or other school material is to be reported immediately to the teacher or person who has issued the item. When feasible, the student will be issued a replacement and be charged for the lost/stolen item.

Personal items believed stolen should be reported promptly to the staff member in charge of the area or activity. Valuable items should **NEVER** be brought to school or left in lockers. In the event that these items are missing, the loss should be reported immediately to the Assistant Principal's Office. The students will be given the opportunity to report the loss to the Granby Police Department.

Lost items which have been found should be turned into the Main Office. After a reasonable period of time, lost school materials that have been found and not reclaimed will be returned to staff members. Lost and found clothing and personal items will be donated to charitable organizations.

POSTERS/POSTING MATERIAL

Only posters related to activities sponsored by an official Granby High School organization or class may be posted. The sponsoring class, club, or person must be identified on the posters. Posters should not be hung on smooth painted areas, or in windows of corridor doors obscuring vision up or down the corridor.

There are times when out-of-school organizations may wish to post information concerning an upcoming event in the community. Such groups must submit their posters to the Assistant Principal's Office for approval. If approved, such materials may then be posted in an area clearly designated as a non-school sponsored activity.

RIGHTS OF 18-YEAR-OLD STUDENTS

Once a person reaches the age of 18, Massachusetts law (M.G.L.C. 4 #7, cl. 50 and 51) holds that he/she is an adult and has reached the age of majority. Consistent with this definition of adult is the right to sign school-related documents. However, students aged 18 or older is subject to the same school rules and discipline as all other students. **For example, an 18-year-old may sign a dismissal note, but responsible verification by a parent is still necessary.**

VISITORS/GUESTS

Parents or community members may visit the school or particular classroom; however, twenty-four hour notice is required. All visitors and guests are to report and sign in at the Main Office before proceeding to any part of the building and return to the Main Office to sign out when ready to leave. All visitors in the school will be given a Visitor Badge to wear when they are in the building. Visitors who are behaving inappropriately will be required to leave the building. Anyone who has demonstrated they are disruptive or abusive will have this privilege revoked.

As a general rule student guests are not allowed to visit during the school day. A GHS student who knows a potential GHS student who wishes to visit the school with them should schedule an appointment with the Assistant Principal.

Prom Guests

All guests attending the Cotillion or Granby Junior/Senior Prom must be under the age of 21 and have proper paperwork filled out and submitted to either the student council advisor or class advisor for review. Click the "guest permission form" link to print out a form.

Granby Jr/Sr High School **Guest Permission Form**

A student requesting to bring a guest who is not a Granby Jr/Sr High School student to a school-sponsored event must complete this form and have it approved **before a ticket can be purchased.** A copy of the guest's high school I.D. or state-issued driver's license must be attached to the completed form.

GHS Student's Name and Grade: _____

GHS Student's Parent/Guardian Signature: _____

If the guest attends another school, please have the Principal of that school complete this section.

Guest's Name and Grade: _____
Guest's Age at time of event: _____

As Principal of _____, I certify that the above named student is not currently under any type of suspension. I recommend that s/he be granted permission to attend.

Principal's

Name: _____

Principal's

Signature: _____

Date: _____ **School's Phone:** _____

Guest Agreement: I am willing to abide by all rules and regulations set forth by Granby Jr/Sr High School. Failure to do so will result in my removal from the event as well as my host's removal.

Guest Signature: _____

Date: _____

Granby Jr/Sr High School Student Agreement: I am aware and understand the guidelines regarding the behavior of my guest at this event. I accept responsibility for my guest's adherence to these guidelines.

GHS Student Signature: _____

Date: _____

SUMMER READING LIST

All students in grades 7-12 will be required to read an assigned title book for their grade level and a book of their choice from the summer reading list during the summer vacation. The English Department will distribute a suggested reading list to all students in the spring. All area libraries and bookstores will have a copy of the list. During the first week of school, students will be assessed on their summer reading and this will be the first test grade in the student's English course.

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class.

The purposes of homework are to improve the learning processes, to aid in the mastery of skills through individual practice, and to create and stimulate interest on the part of the student.

Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment. Homework is not to be used as a form of punishment under any circumstances.

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

Chartwells School Dining Services:

Our mission is to serve a variety of nutritious, well-balanced meals that appeal to students and the school community. Granby Schools encourage families to prepay for their child's lunch to keep the cafeteria lines moving quickly and give children the time to eat without rushing. Granby Schools also has a no change policy to speed service and limit lost money. Your child's change will automatically be placed on their account for future use. You may choose to pay for your child's lunch by sending in **\$3.00** daily or prepaying by cash, or a check (made payable to the Town of Granby). Granby Public Schools offers an online service called Myschoolbucks.com which provides parents the ability to prepay for lunch and view their child's account balance through the web site. All parents have the ability to set up a Myschoolbucks.com account (free of charge) and view their child's purchases and all payments (including cash and check payments sent to the school).

Students that have negative lunch balances, will not be allowed to purchase "A La Carte" items.

APPENDIX—STATE LAWS/SCHOOL POLICIES PHYSICAL RESTRAINT & BEHAVIOR SUPPORT PROCEDURES

This policy complies with the revised physical restraint regulations at 603 CMR 46.01 et seq., effective on January 1, 2016.

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student and/or a member of the Granby Public School community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to Granby Public School staff and made available to the parents of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the Granby Public School from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

1. Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide

- a. Granby Public Schools will utilize a variety of internal and external supports to identify students in need and provide interventions to address academic, emotional and social needs.

- b. Interventions include but are not limited to: relationship building, positive behavioral interventions, or student support interventions that can also be utilized, for example: Restorative Justice strategies, Granby's Tiered System of Support/Response to Intervention Team (RTI), Reflection Center, counseling, referral for evaluation in the area(s) of need. Functional Behavior Assessment, (FBA), clinical assessments, behavior plans and behavior contracting, and home school communication will also be utilized.

2. Methods for Engaging Parents

- a. Granby Public Schools will conduct an annual workshop, open to the entire school community, concerning restraint prevention and the use of restraint solely as an emergency procedure. This workshop may be coordinated with the special education parent advisory council or the parent-teacher organization.

b. Any parent with concerns about the use of physical restraint at any school within Granby Public Schools may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described in Section 10, below.

3. Alternatives to Physical Restraint and Methods of Physical Restraint

A. Alternatives:

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

SUGGESTED OPTIONS INCLUDE:

- Positive behavioral interventions
- Calm, neutral, respectful approach and posture
- Use of humor
- Active listening
- Validation, empathy
- Collaborative problem solving
- Clarification of expectations
- Verbal redirection
- Natural consequences
- Use of a take a break space
- Relaxation techniques
- Adjusting the classroom environment (e.g. reduce noise and distractions, change seats, groups or seating arrangement)
- Call administrator and/or school adjustment counselor for support
- Physical escort to a separate space for time-out
- Removal of student from room or removal of others from room to limit audience

b. Methods of Physical Restraint:

Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to a physician documented medical conditions which have provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm.

Physical restraint shall not be used as a standard response for any individual student. *Physical restraint is an emergency procedure of last resort.*

Physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm.

The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based

upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00

4. Prohibited Forms of Restraint

a. Medication restraint, mechanical restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the Granby Public Schools.

b. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the Granby Public Schools.

c. Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:

- The student has a documented history of serious self-injury and/or injuries to other students or staff;
- All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.
- There are no medical conditions documented by a licensed physician;
- There are no psychological or behavioral conditions documented by a licensed mental health professional;
- The student's Parent has provided voluntary, informed, written consent to the use of prone restraint; and
- The building Principal, or designee, has provided written approval.

Granby Public Schools will not use prone restraint unless the above circumstances have been documented in advance.

5. Staff Training, Physical Restraint Reporting, and Follow-Up Process

a. Staff Training:

All staff/faculty will receive training regarding the District's Physical Restraint Policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.

b. Required training for all staff will include review of the following:

- Granby Public Schools Physical Restraint Policy
- School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
- The role of the student, family, and staff in preventing physical restraint;
- Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
- When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
- Identification of Granby Public School staff who have received in-depth Non-violent Crisis Intervention Training (CPI) training

- At the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint.

- Designated staff members shall participate in at least sixteen (16) hours of in-depth training in the use of physical restraint, with at least one refresher training annually.

- In-depth training will include:
 - o Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 - o A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

- o The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- o Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- o Demonstration by participants of proficiency in administering physical restraint; and
- o Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

c. Physical Restraint Reporting

- Report to building Principal:
 - o Staff shall verbally inform the Principal of any physical restraint as soon as possible and by written report within one (1) school day.
 - o The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.
- Report to Parent(s) of Physically Restrained Student:
 - o The Principal or designee shall make reasonable efforts to verbally inform the student's parent of the physical restraint within twenty-four (24) hours.
 - o The Principal or designee shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the parent has provided the District with an email address.
 - o The Parent and/or student may respond to the Principal or designee to comment on the use of the physical restraint and the information in the written report. The parent and/or student may also pursue the Grievance Procedure described in Section 10, below.

d. Report to Department of Elementary and Secondary Education (DESE):

- Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days. A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
- Granby Public Schools shall also report physical restraint data annually to DESE, as directed by DESE.
- Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L, c. 119, §51A.

e. Contents of Written Report

- The written report of any physical restraint shall include:
 - o Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
 - o A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
 - o A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.
 - o Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
 - o Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.

f. Follow-Up Procedures

- After a student is released from a physical restraint, staff shall implement follow-up procedures, including:
 - o Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
 - o The student should be evaluated by the school nurse and documented;
 - o Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
 - o Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

6. Building Principals Shall Develop and Implement Procedures for Review of Physical Restraint Data.

- a. These procedures shall include weekly review of physical restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, to convene a review team to assess the student's needs.
- b. These procedures shall include monthly, administrative review of school-wide physical restraint data.

7. Building Principals Shall Develop And Implement Procedures To Ensure that the Reporting Requirements of this Policy and 603 CMR 46.06 Are Met.

- a. On a Monthly Basis --- Administrative Review
- b. Principal (or designee) reviews restraint data to determine patterns of use, and make adjustments as necessary or appropriate to policy, conduct training, or take other action to reduce or eliminate the use of restraints.
- c. Document and maintain a written record of the administrative review.

8. Building Principals Shall Develop and Implement Procedures for Providing Timely, Oral and Written Notice to the Parents of Any Student Who Undergoes Physical Restraint.

9. Building Principals Shall Develop and Implement a Procedure for the Use of Time-Out.

- a. Such procedure shall include the process by which staff will obtain the Principal's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.
- b. An log will be kept documenting the time the student entered and exited the time out, the name of the person sending the student to time out, the behavior of the student upon entering and exiting, as well as at 30 minutes, and the principal's/designee's signature approving continuation of the time out beyond 30 minutes.

10. Grievance Procedures.

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

The complaint must be submitted in writing to the building principal.

The building principal will meet with the complainant within ten (10) school days of receipt of the complaint.

A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the building principal and the Department of Elementary and Secondary Education.

A written report will be developed by the building principal and provided to the complainant.

**ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY
AND GRIEVANCE PROCEDURE**

The Granby Public Schools is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age, pregnancy, pregnancy related condition, or disability (hereinafter "membership in a

protected class”) will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

- A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.
- B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person’s actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person’s ability to participate in the District’s programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment.

Harassing conduct based on a person’s protected status may include, but is not limited to:

- Degrading, demeaning, insulting, or abusive verbal or written statements;
- Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
- Drawing or writing graffiti, slogans, visual displays, or symbols on school or another’s property;
- Telling degrading or offensive jokes;
- Unwanted physical contact of any kind;
- Physical violence, threats of bodily harm, physical intimidation, or stalking;
- Threatening letters, emails, instant messages, or websites that come within the scope of the District’s disciplinary authority;
- Defacing, damaging, or destroying school or another’s property.

C. Sexual Harassment: Conduct on the basis of sex that satisfies one or more of the following:

- i. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo); or
- ii. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school’s education program or activity; or
- iii. Sexual assault (as defined in the Clery Act as: any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act as: engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) Fear for the person’s individual safety or the safety of others; or (2) Suffer substantial emotional distress.).

Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment

II. Responsibilities of all Persons Associated with Educational Community

Each member of the educational community is personally responsible for ensuring that his/her conduct does not in any way harass or discriminate against any other person that he/she has contact with in the performance of his/her duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment they witness and to

immediately report to the appropriate party instances of discrimination, including harassment that are reported to them or of which they otherwise learn.

III. Designated Officials for Addressing Discrimination and Harassment Complaints

The Civil Rights Coordinator(s) and Title IX Coordinators are responsible for receiving reports and complaints of violations of this Policy. Individuals may file a report or complaint of discrimination, including harassment, with the Civil Rights Coordinator(s) and/or Title IX Coordinators. If the complaint involves allegations of discrimination based on disability, the person filing the complainant also has the option to file his/her complaint with the building level 504 coordinator. A report or complaint of a violation involving the Civil Rights Coordinator(s) and/or Title IX Coordinators should be filed with the Superintendent. A report or complaint of violation involving the Superintendent should be filed with the Committee.

The Civil Rights and Title VI Coordinator:
Meghan Schepart, Director of Pupil Services
387 E. State Street, Granby MA 01033
493-5100 x1027 mschepart@granbyschoolsma.net

Title IX Coordinators:
Meghan Schepart, Director of Pupil Services
387 E. State Street, Granby MA 01033
493-5100 x1027 mschepart@granbyschoolsma.net

Section 504/Title II Coordinator:
Meghan Schepart, Director of Pupil Services
387 E. State Street, Granby MA 01033
493-5100 x1027 mschepart@granbyschoolsma.net

IV. Procedure for Reporting Discrimination and Harassment

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination, including harassment.

A person who believes that he or she had been discriminated against, including being harassed may, to the extent that they feel comfortable, immediately:

1. confront the harasser(s) or person believed to be discriminating against him/her;
2. state the conduct that he/she objects to;
3. indicate that he/she finds such conduct offensive, intimidating and/or embarrassing;
4. insist that the person(s) engaging in the conduct stop the conduct immediately; and/or
5. report the conduct immediately to the Civil Rights Coordinator(s);

If the individual with the concern is not comfortable with such a confrontation, or feels that such a confrontation is unsafe and/or otherwise inappropriate, he/she should instead report the situation to the Civil Rights Coordinator(s). Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or within the time the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) Reports/complaints filed after ninety (90) days will still be accepted, however, it is important to know that the investigation may be impeded due to the passage of time after the conduct or occurrence. The report can be written or oral and should consist of the following:

1. the specific conduct objected to,
2. the date(s) and time(s) such conduct took place,
3. the name(s) of the alleged harasser(s) or person believed to be discriminating against them,
4. the location(s) where the conduct occurred,
5. the name(s) of any witness(es),

6. action sought to remedy the situation, and
7. any other details or information requested by the designated official.

The individual can contact the Civil Rights Coordinator(s) to file a report/complaint as well as to seek assistance in the filing of a report/complaint. If a report/complaint is filed, the person should provide the Civil Rights Coordinator(s) with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination, including harassment.

V. Investigation of Complaints

Upon receipt of a report or complaint, the Civil Rights Coordinator(s) should conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information, including witnesses or other evidence, relevant to the consideration and resolution of the complaint. The Civil Rights Coordinator(s) will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If further documentation or information is necessary, the Civil Rights Coordinator(s) will notify the appropriate party, asking that the information be provided within ten (10) school/working days.

The District will take interim steps, as necessary, to ensure the safety and well-being of the complainant and the alleged harasser while the investigation is being conducted. Interim measures are available even if the complainant does not file or continue to pursue a complaint. The Civil Rights Coordinator(s) shall notify the complainant and the alleged harasser of specific types of interim measures available, which may include measures to avoid contact with the other party, allowing employees to change work situations as appropriate, or prohibiting contact between the parties pending the results of the District's investigation. At any time, a complainant or the alleged harasser may request either orally or in writing to the Civil Rights Coordinator that specific interim measures be taken pending the outcome of the investigation.

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser within thirty (30) school/working days of the complaint. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

The complainant or the alleged harasser may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Civil Rights Coordinator. The Superintendent or his/her designee will respond to such request with notice to both parties within (30) thirty school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent recurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action, counseling, development of a safety plan and other remedies, as appropriate.

VI. Consequences of Violating Policy - Discipline & Discharge

Any employee who violates this policy will be subject to disciplinary action consistent with the contractual provisions governing his/her employment. In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

Any student who violates this policy will be subject to disciplinary action which may range from detention, suspension from schools, or expulsion from school. (Note: students with disabilities will be subject to the applicable disciplinary procedures set forth in the Students' Rights and Responsibilities District handbook, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

VII. Confidentiality

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The District shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

VIII. State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with the U.S. Department of Education Office for Civil Rights, Massachusetts Commission Against Discrimination, Massachusetts Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination, including harassment based on membership in a protected class.

U.S. Department of Education
Office for Civil Rights
5 Post Office Square
8th Floor, Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111 <http://www.ed.gov>

Massachusetts Commission Against Discrimination
436 Dwight St., 2nd Floor, Rm. 220
Springfield, MA 01103
Telephone: (413) 739-2145

Massachusetts Department of
Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Telephone: (781) 338-3000

IX. Procedure for Reporting and Investigating Harassment on the Basis of Sex Under Title IX

Notice: The school is considered to have actual knowledge of a sexual harassment complaint if notice of sexual harassment or an allegation of sexual harassment is provided to a Title IX Coordinator, any school official, or any school employee. The School will investigate every formal complaint (which may be filed by a complainant or by a school's Title IX Coordinator). If the alleged conduct does not fall under Title IX, then a school may address the allegations under the school's code of conduct and can still provide supportive measures. The school is required to investigate the allegations in a complaint, send written notice of the allegations to both parties upon receipt of a formal complaint, and investigate under specified procedures. Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

Reporting: Any person may file a report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), at any time either in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. However, if a person files a false complaint in bad faith, knowingly and intentionally, they will be subject to discipline.

Investigations: The School will investigate and adjudicate formal complaints of sexual harassment using a grievance process that incorporates due process principles, treats all parties fairly, and reaches reliable responsibility determinations. The school's grievance process will:

- Give both parties written notice of the allegations, an equal opportunity to select an advisor of the party's choice (who may be, but does not need to be, an attorney), and an equal opportunity to submit and review evidence throughout the investigation;
- Use trained Title IX personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological, or similar treatment records during a grievance process;
- Obtain the parties' voluntary, written consent before using any kind of "informal resolution" process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student;
- Apply a presumption that the respondent is not responsible during the grievance process (often called a "presumption of innocence"), so that the school bears the burden of proof and the standard of evidence is applied correctly;
- Use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or district employees;
- Ensure the decision-maker is not the same person as the investigator or the Title IX Coordinator (i.e., no "single investigator models");
- Parties may submit written questions for the other parties and witnesses to answer;
- Protect all complainants from inappropriately being asked about prior sexual history ("rape shield")
- Send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions;
- Effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment;
- Offer both parties an equal opportunity to appeal;
- Protect any individual, including complainants, respondents, and witnesses, from retaliation for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process;
- Make all materials used to train Title IX personnel publicly available on the school's website or, if the school does not maintain a website, make these materials available upon request for inspection by members of the public; and
- Document and keep records of all sexual harassment reports and investigations for at least seven years.

Record Keeping for Sexual Harassment Complaints

Schools must create and maintain records documenting every Title IX sexual harassment complaint. Records relating to complaints of sexual harassment must be kept in accordance with the records retention schedule. Such records include: records of a school's investigation (including complaints (formal and informal), notices, the determination, investigative report, disciplinary measures or remedies, etc.); records of any appeals and materials associated with the appeal; records of any supportive measures taken in response to a complaint of sexual harassment (even if the complainant does not file a formal complaint); records of any informal resolution process; all materials used to train Title IX Coordinators, Investigators, decision makers, and those facilitating an informal resolution. The training materials must be kept on the School's website.

Retaliation is prohibited.

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

Supportive Measures

When alleged sexual harassment is reported, the Title IX Coordinator must inform the victim to their right of supportive measures even if not formal complaint is filed. The school must consider the alleged victim's wishes with respect to supportive measures. Supportive measures for those involved in the sexual harassment complaint process may include: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential whether they are provided to the alleged victim or accused person to the extent the confidentiality will not interfere with the supportive measure offered.

Legal References: Title VII, Section 703, Civil Rights Act of 1964 as amended 45
Title VI of the Civil Rights Act of 1964
Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX), as amended
Board of Education 603 CMR 26:00
Rehabilitation Act of 1973, Section 504, as amended
Title II, Americans with Disabilities Act of 1992, as amended
M.G.L. 151B:3A
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Grievance Process for Title IX Complaints

Title IX Coordinators:

Meghan Schepart, Director of Pupil Services
387 E. State Street, Granby MA 01033
493-5100 x1027 mschepart@granbyschoolsma.net

General Information:

- Practices within these grievance procedures will be applied equally to both complainants and respondents.
- The respondent is presumed innocent and can only be found responsible for the alleged conduct at the conclusion of this grievance process.
- All parties are entitled to an advisor of their choice to assist them in this process. The advisor may, but does not have to be, an attorney.
- Schools may, in their discretion, consolidate formal complaints where the allegations arise out of the same facts.

Important Terms

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Title IX Coordinator – The person who oversees the grievance process and coordinates communication between the school and the parties.

Investigator – The person conducting the investigation into the allegations of sex discrimination and/or harassment. This person is not the Title IX Coordinator in order that the Title IX Coordinator remains a neutral participant.

Decision Maker – The person who reviews all the information/evidence gathered by the investigator and decides whether or not the sex discrimination and/or harassment occurred. This person is not the Title IX Coordinator or the Investigator.

Appeals Decision Maker – The person who makes the final determination in the event an appeal is filed. This person is not the Title IX Coordinator, the Investigator, or the original Decision Maker.

Supportive Measures

Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment.

When the school becomes aware of alleged sexual harassment, the Title IX Coordinator must inform the victim to their right of supportive measures even if no formal complaint is filed. The school must consider the alleged victim's wishes with respect to supportive measures. Supportive measures for those involved in the sexual harassment complaint process may include but are not limited to: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, and mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential to the extent the confidentiality will not interfere with the supportive measure offered.

Dismissals of Complaints:

- **Mandatory Dismissals of Complaints**

The School must dismiss a complaint of harassment on the basis of sex when:

1. The conduct in the complaint does not meet the definition of sexual harassment;
2. The alleged sexual harassment did not occur within the school's education program or a school activity;
3. The alleged sexual harassment did not occur in the United States at all.

Complaints falling into these categories can still be processed under the school's code of conduct.

- **Discretionary Dismissals of Complaints:**

The School may dismiss a complaint of harassment on the basis of sex when:

1. The Complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdrawal some or all of the allegations within the formal complaint;
2. If the respondent no longer is enrolled in the school, or employed by the school; or
3. If specific circumstances prevent the school from gathering evidence sufficient to reach a determination about the allegations.

Whenever a dismissal occurs, the Title IX investigator will send written notice of the dismissal to the parties outlining the reason for the dismissal. Both parties have the right to appeal the dismissal decision as outlined in the appeals process below.

The Process:

Step One: Filing a Complaint

Any person may file a report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), at any time either in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. There is no time limit or statute of limitations on a complainant's decision to file a formal complaint. However, if a person files a false complaint in bad faith, knowingly and intentionally, they will be subject to discipline.

Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party during a grievance process, and must comply with requirements for all Title IX personnel to be free from conflicts and bias.

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school with which the formal complaint is filed.

Step Two: Initial Notice

Upon the filing of a formal complaint, both parties will be provided with written notice of the complaint. The notice will include key details of the alleged sexual harassment incident. Such details will include but not be limited to: who

was involved, when and where the alleged incident occurred, and the alleged misconduct that constitutes sexual harassment. Any known possible violation of the code of conduct along with potential consequences must be included in the initial notice. A copy of this grievance process must also be included with the notice.

This written notice will be sent to the parties within three business days of the filing of a formal complaint.

*Interviews with a respondent may not occur until this notice has been provided and the respondent is provided reasonable time to prepare before an initial interview.

Step Three: Gathering Evidence

During the collection of evidence, the school is not allowed to access a party's personal records if they are maintained by a physician, attorney, psychologist, psychiatrist or other professional with whom the student shares privileged information unless the student provides written consent.

Equal opportunity will be provided for all parties to provide witnesses and evidence, including written expert testimony and inculpatory and exculpatory evidence. Parties cannot be prevented from discussing the allegations or collecting relevant evidence. The school will use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or school employees.

- **Interviews**

Students will be provided with written notice prior to any interviews or meeting involving the Title IX complaint. The notice will include the date, time, location, participants, and purpose of the interview/meeting and will allow the respondent/complainant enough time to properly prepare for the meeting.

- **Inspection of Evidence**

The school must send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.

- **Opportunity to Respond**

The parties will have the opportunity to provide a response to the evidence if they desire.

- **Opportunity to Ask Questions**

The parties will have the opportunity to provide relevant written questions to each other before the decision maker reaches a determination. In the event the decision maker decides not to allow a particular question, the decision maker must explain to the parties why the question is not relevant to the determination. * Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The investigator will attempt to conclude the evidentiary process within three weeks. This may be extended if the investigator finds that more time is necessary to appropriately investigate the matter. The Title IX Coordinator will have to approve the investigators request to extend the timeline in order to assure all investigations are processed in a timely manner as to prevent evidence from becoming stale or unobtainable.

Step Four: The Investigative Report

After the evidence is collected, and the parties have been provided with ten days to respond to the evidence in writing, the investigator will prepare an investigative report regarding the allegations in the complaint. If a party submits a response to the evidence, the school must consider that response before finalizing the investigative report. The report will fairly summarize the evidence the school gathered about the alleged incident. The report, once finalized, must be submitted to the parties in electronic form, or a hard copy. The parties then have another 10 days to provide additional information before a determination is made.

Step Five: The Determination

The decision maker will objectively review the relevant evidence and reach conclusions about whether the respondent engaged in the alleged harassment. The decision maker must use independent judgment, so the decision maker is not the same person who conducted the investigation and cannot be the school's Title IX Coordinator.

- The determination must be written. It must include at a minimum, the following information:
 - 1) The school's policy/policies that were alleged to be violated;
 - 2) A description of the procedural steps that were taken (including notices sent, interviews conducted, evidence gathered);
 - 3) A section detailing the findings of fact;
 - 4) A conclusion section that applies the facts to the relevant policy/policies;
 - 5) A statement and rationale regarding the ultimate determination of responsibility;
 - 6) Any disciplinary sanctions the school will impose and any remedies to the complainant if applicable;
 - 7) A statement of the rationale for the remedies to the complaint and how those remedies will restore or preserve equal access;
 - 8) A statement of the school's procedures and a statement regarding the parties' rights to appeal the initial determination of responsibility and the permissible basis for an appeal.

The determination will be sent to the parties simultaneously along with the appeals information.

Step Six: The Appeals Process

Parties may appeal after a dismissal occurs, or a determination is issued. Parties will have five (5) days to appeal the dismissal or determination.

Grounds for Appeals

- 1) If a party believes that procedural irregularity altered the outcome of the determination or dismissal.
- 2) New evidence has been discovered that was not reasonably available at the time of the determination or dismissal. *An appeal for this reason may occur after the five day appeal requirement but not after one year.
- 3) A conflict of interest on the part of a Title IX Coordinator, investigator who compiled evidence, or the decision maker existed, and that conflict of interest affected the determination or dismissal.

To file an appeal, a party must notify the Title IX Coordinator in writing that they wish to appeal the determination. All parties will have an equal opportunity to submit a written statement supporting or challenging the determination. The Title IX Coordinator will inform the parties that they have 7 days to submit their written statements.

The person who will decide the appeal cannot be the decision maker, the investigator, or the Title IX Coordinator. Upon review of the parties' written statements (if they so choose to provide them), and review the determination, the appeals decision maker will issue a written decision and send it to the parties simultaneously. The determination becomes final after the appeals process.

Remedies:

If the school makes a determination that sex discrimination/harassment did occur, the school will help effectively implement remedies for a complainant.

Retaliation is prohibited.

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

If the Grievance Process may Result in Discipline:

If upon the conclusion of this grievance process, discipline appears warranted, the school will follow the usual disciplinary process for students outlined within the student handbook. The school will also follow the required disciplinary process for school employees.

STATE LAW REGARDING HAZING

Massachusetts General Laws Chapter 269

CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY –

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. DUTY TO REPORT HAZING

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

SOURCE: MASC

CIVIL RIGHTS AND SAFETY POLICY

It is the policy of Granby Jr./Sr. High School to provide a safe and secure learning environment for all of its students without distinction based on race, religion, ethnicity, disability, gender identity, gender, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated.

Prohibited conduct will include by definition:

1. Bias Incident means any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, religion, ethnicity, disability, gender, or sexual orientation. A bias incident may or may not be a criminal act.

2. Bias Indicators are objective facts and circumstances, which suggest that an action was motivated in whole or in part by a particular type of bias.
3. Bias Motives recognized at MA law as causing hate crimes includes prejudice based on race, religion, ethnicity, disability, gender, or sexual orientation.
4. Civil Rights Violations involve interfering by threats, intimidation, or coercion, with someone's enjoyment of constitutional or statutory rights. Rights protected against interference include non-discrimination in access to advantages and privileges of a public school education. The term also covers bias related and sexual harassment and biased crimes, so the term is applied generically to any civil or criminal law infractions.
5. Discrimination consists of actions taken against another(s) which treat them unequally because of race, religion, national origin, disability, gender identity, sexual orientation or gender bias.
6. Harassment consists of unwelcome verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.
7. Bias-Related Harassment will present bias indicators, most commonly epithets: name-calling derogatory to a particular racial, religious, or sexual orientation group:
8. Sexual Harassment covers instances of physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile educational environment for the victim.
9. Hate Crimes include any criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.
10. Hostile Environment exists when a student has been or is subjected to threats, intimidation, or coercion by another (or others) or is reasonably in fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. Repeated instances of bias related and sexual harassment can also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.
11. Stalking, a felony, consists of intentional conduct involving:
 - 1) 2 or more acts directed at a single person,
 - 2) which would cause an average person substantial distress,
 - 3) where the perpetrator has made threats causing the targeted person fear of death or injury.

Consequences for Violators

Non-disciplinary corrective action:

Potential civil rights violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of the principals and school officials. Examples of non-disciplinary actions that may be appropriate in some instances include counseling, assignment to participate in a diversity awareness training program, separating offender and victim, parent conferences, and special work assignments such as a composition on civil rights-related subject.

Disciplinary Proceedings:

Violations of the civil rights of a student or school employee which are found to have occurred after a hearing warrant the imposition of sanctions up to and including suspension and expulsion (for students), and suspension and termination (for employees). Disciplinary actions will be taken toward the goal of eliminating the offending conduct, preventing reoccurrence, and reestablishing a school environment conducive for the victim to learn. The school may consider completion of a youth diversion program for student violators, standing alone or in conjunction with other disciplinary actions, for violations of civil rights.

Commitment to Non-Retaliation

To secure the unimpeded reporting of bias activity called for in this policy, Granby Public Schools will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Actual or threatened retaliation

for the reporting of a civil rights matter constitutes a separate and additional disciplinary infraction warranting corrective actions.

STATE LAW REGARDING EXPULSION AND FELONY CHARGES Chapter 71, Section 37H1 /2

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

- 1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.
- 2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felon or felon delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion.
The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion. Upon expulsion of such student, no school or school district shall be required to provide educational services to the student.

TITLE IX

Granby Jr./Sr. High School does not exclude any student from participating in its educational program and activities on the basis of sex. The following procedure is to be followed to file a grievance based on Title IX guidelines:

Step I: A student or students of the Granby School District who feels he/she has a grievance under Title IX/622/504, shall first contact his/her teacher in writing for purposes of clarification of the problem. If not satisfied, he/she shall consult with the guidance department. Thirdly, if still not satisfied, the principal shall initially be consulted in writing. If, after these initial steps have been taken and adjudication is still unsatisfactory, the Title IX Grievance Officer shall be notified in writing. The Grievance Officer shall attempt to resolve the problem and send a written answer to the student(s) within five (5) calendar days of the date of the meeting to discuss the problem.

Step II: If the resolution is unsatisfactory to the aggrieved individual(s) the grievance shall be again reduced to writing and presented to the Superintendent of Schools within five (5) calendar days of receipt of the written answer from the Grievance Officer. The Superintendent of Schools shall then have five (5) calendar days to arrange a meeting with the aggrieved individual(s) to resolve the difficulty. Following the meeting, the Superintendent shall have five (5) days to submit his written decision to the aggrieved.

Step III: If the decision of the Superintendent and Grievance Officer does not resolve the problem, the aggrieved may request a hearing before the School Committee within five (5) days after receiving the Superintendent's decision. The Superintendent shall then arrange for a meeting between the Committee and the aggrieved at the next regularly scheduled School Committee meeting. The Committee shall render its decision in writing within five (5) calendar days after its meeting.

Step IV: In the event no settlement is reached, then the grievance shall be submitted to the Director, Office for Civil Rights, Boston, Massachusetts for final resolution.

IDEA and MGL 71 B

These two laws constitute an educational "Bill of Rights" that makes sure children with disabilities receive individual programs and the required services. A student must receive a complete and comprehensive evaluation to determine if the student has a disability and is eligible for special education and, if ineligible, to assist in determining appropriate special education and related services that may be necessary. Parents who have a concern about their child's development or have a suspicion about a possible disability may refer their child for an initial evaluation. Special words need not be used in making a referral for an initial evaluation. Upon receipt of such a request for an initial evaluation, the school district must send notice to the parent and must seek the parent's consent to conduct an evaluation. (A school district will rarely have occasion to refuse to conduct an initial evaluation and may do so only if the parent or other individual making the referral has no suspicion of a disability or is not concerned about the student's development.) Where appropriate, the school district may also provide the parent with information concerning other supportive services that may better suit a particular student's needs. However, a school district may not refuse to evaluate a student who has been referred for an evaluation as described above, on the basis of a pre-referral program or in order to try other instructional support activities or for any other reason. Additionally, the law provides for periodic reevaluations to ensure that the student is benefiting from and continues to require special education. The parent's consent will always be required prior to these reevaluations.

Copies of the Regulations and Parents' Rights brochure are available in the Pupil Services Office.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law that protects the rights of disabled individuals in programs that receive federal funds. A disability need only substantially limit one major life activity of an individual in order for that individual to become deemed a disabled person. In order for a disabled person to be entitled to the protection of Section 504, the person must be a qualified, disabled person.

The requirements and benefits of Section 504 and the Americans with Disabilities Act are the same, as a result of Title II of the ADA and its implementing regulations. Thus, this policy also states any obligations of the school system under the ADA to deal with disabled students.

Under Section 504, the disability need not limit the student's ability to make effective progress in school in order for the student to be eligible for reasonable accommodations and/or auxiliary aids and services; rather, a qualified disabled person is eligible for reasonable accommodations and/or auxiliary aids and services when he/she cannot fully participate in the activities of, or fully receive the benefits of, the federally-funded entity without such reasonable accommodations and/or auxiliary aids or services.

The regular educators in the child's school are responsible for providing the accommodations/auxiliary aids or services under the direction of the principal of that school, since these children can make effective progress in the regular classroom.

If a student is thought to have a disability under Section 504, he/she has a right to an evaluation, and a decision made concerning eligibility by persons knowledgeable about the student. The student also has a right to a placement with his/her non-disabled peers (least restrictive environment) to the greatest extent possible. A written plan must be developed which documents the identification of the disability which substantially limits a major life activity, the evaluation of the child and the accommodations and/or auxiliary aids/services which will be provided to the child.

It is the policy of the Granby Public Schools to comply with all the relevant and applicable provisions of Section 504. Granby Public Schools will not discriminate against its students because of a person's physical or mental disability. Granby Public Schools will make reasonable accommodations wherever necessary for all qualified disabled students provided that these accommodations and/or auxiliary aids/services are not a substantial burden, or do not alter the nature of the services/programs, of the Granby Public Schools.

ADA (Americans With Disabilities Act) Compliance

It is the practice of the Granby Public Schools to include information on ADA rights and requirements in documents posted in prominent locations and on all program brochures and manuals. The Granby Public Schools do not discriminate on the basis of disability. Students, parents, school employees, members of the general public, job applicants and others are entitled to participate in and benefit from all school programs, activities, and services without regard to disability.

Copies of this notice are available, upon request, in alternative print format (large print, audiotape, computer disk). Our grievance procedure, self-evaluation, as well as ADA policies, practices and procedures are available upon request.

To request ADA services contact Meghan Schepart, the Director of Pupil Services, at 467-9237.

The Civil Rights, 504, and ADA Compliance Officer for the School District is Meghan Schepart, the Director of Pupil Services at telephone 493-5100. The Title IX Officers for the School District are Meghan Schepart, the Director of Pupil Services at telephone 493-5100 or Charlene Korza, School Social Worker, at telephone 493-5101.

CIVIL RIGHTS VIOLATIONS - MEMORANDUM OF UNDERSTANDING The Granby School Committee and administration of the Granby Public Schools have established a positive and cooperative working relationship with the District Attorney and the Granby Police Department for the reporting and investigation of civil rights violations and other crimes which may occur within the Granby Public Schools. The "Student Handbook" recognizes, by specific reference or by general definition, conduct which is in violation of not only the "Student Handbook" but also of the criminal statutes of the Commonwealth. Whenever the offenses are deemed appropriate they will be reported to the Granby Police Dept., who will conduct an investigation and take appropriate action. (The full "Memorandum of Understanding" is available in the Principal's office, the Superintendent's office, or the school library).

STUDENT RECORDS

A. Directory Information Notice

The Granby Public Schools has designated certain information contained in the education records of its students as directory information for purpose of the Family Education Rights and Privacy Act (FERPA) and the Student Record regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: 1) name, 2) address, 3) telephone number, 4) date and place of birth, 5) major field of study, 6) participation in officially recognized activities and sports, 7) weight and height of members of athletic teams, 8) dates of attendance, 9) degrees, honors and awards received, 10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal on or before the 15th day of each September.

In the event that a refusal is not filed, it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

B. Rights of Parents With No Physical Custody

It is necessary for divorced parents to submit a copy of the custody agreement or order so that the school system may identify which of the parents has physical custody of the child. If a parent does not have physical custody of a child, then the parent will not be allowed to access the records of his/her child unless the parent has submitted three documents to the principal:

1. A written request submitted annually to the principal to access the records of his/her child;
2. A certified copy of the probate court order or judgment which must indicate that the parent has not sought or been denied shared legal custody and is entitled to unsupervised visitation with the child, or a certified order of the probate court which specifically orders the parent receives school records of the child. That order must state that it is being made after a review of any court records, including criminal records of the non-custodial parent, that giving the information will not pose a safety risk to the custodial parent or child and it is in the best interests of the child to provide the information to the non-custodial parent.
3. An affidavit of the non-custodial parent that no temporary or permanent protective order is in effect restricting access to the custodial parent.

After the school system receives these documents, the school can allow the non-custodial parent to have access to the child's records only after the school has notified the custodial parent and twenty-one days have elapsed from this notification. During that twenty-one day period, the custodial parent can obtain a court order restricting access to the child's records or can submit a copy of any outstanding protective orders; if such orders are provided to the school system, then the school cannot release records.

C. Amending Your Child's Record

1. A parent has the right to add information, comments, data, or any other relevant written material to the student's record. The parent should submit the additional information in writing to the principal with a written request that the information be added to the student record.
2. A parent has the right to request in writing deletion or corrections of any information contained in the student record, except for information which was inserted into that record by the TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or, if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - a) If a parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
 - b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

- c) If the principal's decision is not satisfactory to the parent, the parent may file an appeal to the Superintendent within five (5) business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
- d) If the Superintendent's decision is not satisfactory to the parent, the parent may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR 23.09(4).
- e) **Notice On Transfer To Other Schools**
Pursuant to 603 CMR 23.07(g), notice is hereby given to parents and eligible students that the Granby Public Schools forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without consent of the parent or eligible student.
- f) **Destruction of Records**
Notice is hereby given that the temporary record of a student will be destroyed no later than five (5) years after the student transfers, graduates or withdraws from the school system. When the student transfers, graduates or withdraws from school, and if the eligible student or the parent/guardian want the temporary record, they must request, in writing, prior to the last day of school, that the documents be provided to them. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian of such destruction. In addition, each year, the principal and/or teachers and/or other services providers may destroy the following documents that are considered part of the student's temporary record: disciplinary records (other than documentation of suspensions/expulsions/exclusions), any late arrivals, as well as examples of student work. If the eligible student or the parent/guardian want those records, they must request, in writing, prior to the last day of school that the documents be provided to them.

ALCOHOL, TOBACCO, DRUG USE CONTROL POLICY

POLICY STATEMENT--A student shall not regardless of the quantity, use or consume, possess, buy or sell or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids, or any illegal or controlled substance, including but not limited to, opioids on school property or at any school function.

Additionally, any student who is under the influence of above mentioned substances prior to, or during attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

This policy shall be posted on the district's website and notice shall be provided to all students and parents/guardians of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

When school administration determines a student(s) has been using and/or distributing alleged above mentioned substances in school or on school grounds or at a school sponsored event, the parents/guardians will be called and asked to meet the administration immediately. The Department of Youth Services, Department of Children and Families, Granby Police Department and/or emergency medical services may be called if necessary.

TOBACCO CONTROL POLICY

POLICY STATEMENT--The Granby Public Schools is dedicated to providing a healthy, smoke-free environment for its students, staff and visitors to its facilities. The Granby Public Schools believes that tobacco prevention and education play a critical role in establishing life-long positive health habits for its students. A comprehensive health curriculum K-12 emphasizing the dangers of tobacco, drugs, and alcohol continues to be an integral part of the educational process.

POLICY — Smoking, chewing, or other use of tobacco products by staff, students, and members of the public shall be banned from all District buildings. All forms of tobacco use shall be prohibited on all District property. In addition, tobacco use by students is banned at all school-sponsored events, even though this use does not take place on school grounds, effective September 13, 1993. District policy prohibits student possession of tobacco products or paraphernalia on school property and at school-sponsored trips or events. School property includes school buildings, school facilities, school grounds, school parking lots and school buses and any property controlled by the school committee. It is the policy of the School Committee to fully implement the tobacco-free law, on the premise that tobacco prevention, education and treatment services, coupled with enforcement is the most effective way to comply with the law.

LEGAL REF: M.G.L. [71:37H](#)

TRAINING AND INFORMATION

No smoking signs will be posted in and around school property (i.e. outside entrances to the property, on athletic fields.) The Principals shall cause training of all school employees to occur with regard to the implementation of this policy. Copies of the policy will be included in the staff handbook. Parents and students shall be notified each year of the provisions of this policy through the student handbook. Policy will be included in all athletic information given to students through the athletic program. Policy will be announced at all school-sponsored events and outside activities. Policy will be provided to all non-school hour programs per contractual/rental agreement.

LIFE THREATENING ALLERGIES

The Granby Public Schools is dedicated to providing a healthy, safe environment for its students. Students identified with life threatening allergies (i.e. food, bees) will be provided for as necessary in the school environment. Granby Public Schools policy will support protocols to (a) reduce exposure to allergens to the best of our ability, knowing that we can only be allergen-safe, not allergen-free and (b) establish procedures to treat allergic reactions. The Granby Public Schools will provide adequate training to educate staff in the management of life threatening allergies.

A student identified as having a life-threatening allergy must have a written statement clearly documenting the allergy from his/her primary care health provider or a board certified allergist. When questions arise, the need for this may be determined in consultation with a board certified allergist employed by the school system.

The student who has an allergy and who is making effective educational progress in the regular educational program does not need a special education evaluation, an IEP, or special education services. However, he/she has the right to have reasonable accommodations for his/her disability under section 504.

WEAPONS POLICY

Violence, especially violence in connection with weapons, will not be tolerated.

Weapons of any kind shall not be brought onto the school premises or at school sponsored or school related events including athletic games. Weapons shall include, but not be limited to, hand guns, shot guns, rifles, knives, blackjacks, clubs, chemical sprays, explosives and ammunition. In this connection, student possession of a locker/desk is nonexclusive against the school and its officials; that is, reasonable searches of lockers/desks by school officials can be expected.

Principals shall comply with the Massachusetts Education Reform Act of 1993 Re: Chap. 71, Sec. 37H.

POSSESSION OF A WEAPON: Immediate removal from school, notification of police and the possibility of expulsion from school.

USE OF A WEAPON (Brandishing, Assault): Immediate removal from school, notification of police and the possibility of expulsion from school.

Principals shall notify parents, ensure due process and expedite action.

Principals shall ensure that violators of the policy are provided appropriate intervention and counseling. Parent participation in the intervention process shall be encouraged.

Granby Schools Accommodation Plan, Chapter 71, Section 38Q ½

Curriculum Accommodation Plan

A school district shall adopt and implement a curriculum accommodation plan to assist Principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom. Appropriate services and support within the regular education program may include students whose behavior may interfere with learning or who do not qualify for special education services under Chapter 71 B may be provided services that address these needs. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

The Granby Jr./Sr. High School's Curriculum Accommodation Plan will consist of the following:

STUDENT SUPPORT TEAM

- Consists of the Principal, Assistant Principal, School Counselors, School Psychologist, Social worker, and the School Nurse.
- The team will meet weekly to devise prevention and intervention plans for students that are not being successful academically, socially or behaviorally
- The team will utilize an Individual Student Success Plan (ISSP) form to record and monitor accommodations, as needed.

PROFESSIONAL DEVELOPMENT

- Mentoring Program
 - Any additional programs that would address learning styles or modifying curriculum and teaching strategies (i.e. differentiated instruction)

COLLEGIAL COLLABORATION AND REFLECTION

- Teachers meet for one hour after school according to contract

ADDITIONAL ELEMENTS WHICH MIGHT INCLUDE:

- Support Services
- Systematic Instruction
- Scheduling modifications
- Curriculum Review
- After School or Summer Programs
- Discipline Policies
- Community and Volunteer Support
- Social Skills/ counseling
- ELL

District Curriculum Accommodation Plan (DCAP)

Ch. 71 of the Massachusetts General Laws, Section 38Q1/2:

Recently enacted changes in Massachusetts General Laws, Ch71, Section 38Q1/2, require the adoption and implementation of a district curriculum accommodation plan (DCAP). This plan is intended to assist principals in ensuring that all efforts have been made to meet students' needs in the general education environment. The plan shall also assist teachers in analyzing and accommodating diverse learning needs of all students in the regular education classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

The Granby Public Schools DCAP directly relates to initiatives that are in place to help improve the general education program for the benefit of all students. To help achieve this objective, the DCAP will address various strategies around the following:

- Analyzing and accommodating diverse learning needs in a regular education setting
- Managing the needs of children whose behavior may interfere with learning
- Providing appropriate services and support to students in the regular education classroom, including but not limited to, direct and systematic instruction in reading
- Providing opportunities for teacher collaboration and parental involvement

The Granby Public Schools DCAP was developed and refined through meetings with staff and district administrators. The final document will be shared with the District Leadership Team. Additionally, the DCAP will be disseminated and explained to all staff at the elementary, middle and high school grade levels.

This DCAP includes curriculum accommodations for elementary, middle, and high school. Included in these levels, is a list of school personnel who are available to assist and support regular classroom teachers in analyzing and accommodating the individual needs of students. Additionally, there is a list of sample strategies and other actions from which teachers and staff may select for appropriate accommodations for students. The list includes suggestions for accommodating concerns around academic progress and social and behavioral issues.

The DCAP describes both informal and formal routes for students. In some situations, communication between teachers, professional staff, parents, and other key individuals will be sufficient for identifying issues and agreeing on strategies to be put in place. In other situations, school-based teams may become involved and a more formal route developed. Currently, the Granby Public School District has established Tiered System of Support Teams (TSS) for each of the schools. These teams serve as a support to teachers/staff when there is a concern about a child. Staff collaboration, parent communication, development of strategies for student success, and review and evaluation of these strategies are the processes involved in the TSS meetings. At the conclusion of the TSS process, unresolved student concerns may result in a recommendation for a formal evaluation to determine if a disability exists.

Teachers/Staff in the Granby Public School District are always focused on individual student achievement. Using data to make decisions, monitoring student progress, and providing appropriate accommodations/interventions to students with diverse learning needs will continue to bring us closer to meeting the needs of every child. This DCAP and its contents is intended to help with this.

Curriculum Accommodations

Classroom Characteristics Supporting Curriculum Accommodation and Curriculum Accommodations and Interventions that may be recommended but are not limited to Regular Education Students

(Elementary School)

- Standardized and other testing data used to assess student achievement and to inform instruction
- Small class sizes

- Differentiated instruction
- Directed professional development for all teachers/staff
- Building literacy teams
- District-wide Kindergarten screening
- System for collecting student work and assessing progress over time
- Curriculum and instructional activities that address varied learning styles

Curriculum, Instruction, and Assessment Strategies

Provide multi-modal presentations of materials
 Utilize differentiated instruction and assignments
 Make use of multiple intelligence/learning style approaches
 Develop integrated curriculum projects
 Provide challenging projects identifying student performance standards
 Develop alternate assessments
 Offer oral/untimed testing
 Repeat or reteach concepts and information
 Offer peer teaching and group work activities
 Provide individual help in the classroom
 Model content area reading strategies
 Provide strategies for study skills
 Utilize transition cues
 Utilize technology and computer assisted instruction
 Model use of graphic organizers

Behavioral Intervention Strategies

Classroom interventions by designated school personnel
 Arrange seating accommodations
 Develop teacher-student contracts
 Develop behavior plans
 Include positive reinforcement, incentives, and rewards
 Utilize charts to monitor student expectations
 Adjust classroom management strategies
 Provide for parent support and communication
 Consult with necessary staff (school psychologist, adjustment counselor, special needs staff, etc.) Provide for individual and small group counseling

Organizational Strategies

Provide a school wide student agenda/notebook system
 Develop a flexible/modified schedule
 Utilize flexible grouping
 Utilize team teaching
 Cooperative teaching
 Implement a progress reporting system
 Consult and co-planning by grade level team

Intervention, Remediation, Challenge

Provide test taking strategies and practice
 Utilize miscue analysis and prescriptive teaching
 Develop study skills strategies
 Consult with teacher mentors
 Provide after school help
 Utilize peer buddy systems

(Junior/Senior High School)

Curriculum/Instruction/Assessment

- Scaffold instructions
- Extra help time (with after-school option when available)
- Offer choices for assessment, multi-model assessments
- DI and assessments
- Curriculum conferences with students
- Preview handouts & activity packets
- Small group activities
- Activator activities to begin class
- Reteach content when necessary
- Leveled classes in core subjects at grades 9-12
- Provide multi-modal presentation and instruction
- Elective program for exploration and specific curriculum enhancement, including remediation, enrichment, and acceleration
- Reading intervention programs
- Writing portfolio system for ELA courses
- Computer labs
- Standardized (and other) testing database for data analysis
- MCAS prep in tested subject courses
- AP courses
- ESL/ELL support
- Computer and internet access through labs and in classrooms
- Retention or repeating of specific courses for grades 9-12
- Honors courses in core academic areas
- Individual Student Success Plans for MCAS remediation for grades 9-12
- Peer tutoring

Behavioral

- Praise when on task
- Verbal and written directions
- Purposeful movement breaks
- Clear expectations and structure
- Avoid power struggles
- Preferential seating and targeted grouping if available
- “Cool-off” time-outs
- Verbal warnings
- Communication with colleagues, students, parents, administration
- Peacebuilders
- Restorative Practices
- Behavioral support services
- Reflection Room
- Guidance-developed Individual Student Success Plans (ISSP’s)
- Detention
- Service to community

Organizational

- Folders/portfolios kept in class
- Scaffold long-term projects
- Offer pencils to borrow

- Suggest using an agenda book
- Create classroom routines
- Simplify expectations
- Cues for collecting work
- Post assignments
- Clear and consistent expectations at the beginning of the school year

Personnel Resources Providing Specific Consulting, Support, and/or Intervention in the Regular Education Setting

(Elementary, Middle, and High School)

Administrative Team (Principals and Assistant Principal)

- Articulation and modeling of school's vision, mission, and principles
- Supervision of daily program of the school
- Assists in the development, revision, and evaluation of the curriculum and instructional program Supervision and evaluation of staff
- Promotes and facilitates teacher/staff collaboration and communication
- Establishes and maintains favorable relationships with parents and community agencies to foster understanding and solicit support for overall school objectives and programs
- Assists with establishing and maintaining an effective learning climate in the school
- Assists in the development, revision, and monitoring of the instructional program
- Assist teachers in improvement of classroom performance
- Develops standards of conduct and action conducive to the effective operation of the school
- Leads the development of the school handbook designed to define rules and regulations of the school with respect to student behavior

Instructional Leadership Teams (ILTs)

- Assist principals with curriculum and instruction oversight
- Provide professional development with curriculum implementation and modifications
- Analysis of student achievement data

Grade Level Teaching Teams and Departmental Teams

- Review of MCAS and other performance data
- Conduct discussions of curriculum and instruction accommodations for student needs

ELL Teachers

- Direct services for identified students
- Consultation for curriculum accommodations and informal and formal assessments
- Direct service to groups or individual students
- Co-teach classes
- Providing Professional Development

Library Media Specialist

- Consults and assists teachers regarding the resources and materials available to supplement instructional programs
- Supports teachers and students in the instructional programs
- Co-teach classes

School Psychologist/Counselors/Social Workers

- Consultation and support to teachers, parents, and students on academic, behavioral or social issues
- Consults and assists teachers with classroom management techniques, students' behavior, and academic performance
- Visits classrooms to observe student interaction in a classroom setting
- Assists students in evaluating their aptitudes and abilities through the interpretation of test scores and other data
- Works with students on their overall educational plan

- Provides counseling to students in areas related to education, personal life, family and home relations, health, and emotional adjustments
- Talks with parents when necessary
- Consults and collaborates with school personnel regarding physical, social, emotional, and psychological factors that strengthen or detract from academic achievement Serves as a liaison between homes, schools, and social/community guidelines
- Provides educational, behavioral management, and mental health information, and consultations to school personnel, parents, and the community and identifies strengths that enhance student growth
- Liaison between our support programs and general education setting
- Provide consultation services to students including the development of behavior plans, curriculum adaptations and modifications, and training services for staff Provides on-site classroom teaching support related to behavior management Develops and provides training for staff and parents
- Establishes and maintains working relationships with parents, students, and/or school administrators in school related business and activities
- Provides outreach to families
- Serves as a liaison between students, school support, parents, and others to assist in resolving student problems

Speech/Language Pathologist and other OT/PT Specialists

- Classroom observation of students
- Teacher consultation regarding appropriate services and implementation of services
- Provides screenings and appropriate services to meet student needs
- Assists in proper referrals to agencies and specialists as appropriate
- Provides information, support, and counseling to parents and families when appropriate

Nurse Leader (PreK-12)

- Responsible for the supervision of school nurses, PreK-12, and ensures that all registering students have been cleared medically through the Family Resource Center.
- Offers consultation to staff
- Training of personnel to enhance awareness of what to watch for in psychopharmacological effects
- Training of personnel to ensure practice of universal precautions in student injury situations.
- Provide direct service to individual students and staff, vision, hearing, and other health screenings.

School Nurse

- Implements state-mandated programs such as immunization surveillance and screening programs Interprets and manages school health policy
- Develops Individual Nursing Care Plans and Emergency Plans
- Direct service to students
- Communication and consultation to staff
- Communication and consultation with parents, health care provider, and community Serves on the TSS as needed

School Resource Officer

- Police department liaison
- Provide consultation and support to school, students, and parents
- Make appropriate referrals to agencies when necessary
- General outreach/wellness checks
- Emergency operation implementation

Student Support Team Staff

- Provides time-out to students to help them de-escalate
- Assist students in using restorative strategies
- Processes reason for removal from class environment
- Assists with helping student with academic assignments during placement

Tiered System of Support Teams (TSS)

- Review of teacher referred cases

Student Name Change

Massachusetts law recognizes common law name changes. An individual may adopt a name that is different from the name that appears on his or her birth certificate provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required. Hence, when requested, Granby Junior Senior High School accurately documents the student's chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change. In sum, school personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex. For those students who have been attending a school and undergo gender transition while attending the same school, it is important to develop a plan for initiating use of the chosen name and pronouns consistent with the student's gender identity.

Any person choosing to make a name change request may do so by submitting a request in writing to their child's guidance counselor, school social worker, or building administrator. Once the request is received, the student information system will be updated to reflect their wishes.

Internal documentation:

The Department has a procedure in place to update name changes and gender markers in the Student Information Management System (SIMS) upon request. The document [Assigning State Assigned Student Identifiers \(SASIDs\) to Massachusetts' Public School Students](#) guides schools through changing names and gender markers on school records.

In sum, school personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex. For those students who have been attending a school and undergo gender transition while attending the same school, it is important to develop a plan for initiating use of the chosen name and pronouns consistent with the student's gender identity.

The issue of the name and pronoun to use in referring to a transgender student is one of the first that schools must resolve to create an environment in which that student feels safe and supported. Transgender students often choose to change the name assigned to them at birth to a name that is associated with their gender identity. As with most other issues involved with creating a safe and supportive environment for transgender students, the best course is to engage the student and the parent, with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school. Prior to the school's disclosure of a student's preferred name to a parent and/or guardian, a counselor should meet with the student to determine if there are any safety considerations in such disclosure. The school should then engage in a process that will assist the student in informing their parents about the name change. The school will provide supportive resources to the student and parent/guardian to facilitate that process in a safe, comfortable and appropriate way based on the specific circumstances of each individual student. The plan also could include when and how this is communicated to students and their parents. In the case of a transgender student who is enrolling at a new school, it is important that the school respect the student's privacy (see the following section) and chosen name.

Guidelines for the Vocational Technical Education Program Nonresident Student Tuition Process Pursuant to M.G.L. c. 74:

The Chapter 74 Non-resident Student Tuition Program provides students the opportunity to attend a school outside of their district of residence to study a state-approved vocational technical education program that is not offered by their district of residence. Such programs are approved pursuant to M.G.L. c. 74 and 603 CMR 4.00 and are known as Chapter 74-approved programs. The tuition for students who attend a school outside of their resident district under this program is paid by the city or town of residence at a rate established by the Commissioner. The transportation for students who attend a school outside of their resident district under this program is provided by the city or town of residence.

Students who seek admission to a school outside of their district of residence must follow the admission process of the school to which they seek admission, including using the school-provided application for admission. The application for admission must be submitted **to the receiving school no later than March 15** of the preceding school year.

In addition, a non-resident student must submit a *Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application* **to the superintendent of the student's district of residence by April 1** of the preceding year. Click [here](#) to review the guidelines in its entirety. Click [here](#) for additional information regarding the application process.

Granby Public Schools Calendar School Year 2023-2024

Approved by School Committee on March 15, 2023

<p>August 22 & 23: New Teacher Induction</p> <p>August 24 & 25: Professional Development</p> <p>August 28: First Day of School Grades 1-12</p>	<table border="1"> <thead> <tr><th colspan="7">AUGUST '23</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	AUGUST '23							S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<table border="1"> <thead> <tr><th colspan="7">FEBRUARY '24</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td></td><td></td></tr> </tbody> </table>	FEBRUARY '24							S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29			<p>February 19-23: Winter Vacation – No School</p> <p>February 14: Curriculum Half Day NO PRESCHOOL</p>														
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